

ALL TOO COMMON

- 2021 EXPANDED TEACHER'S EDITION -

Raw pages remain the same. Highlights, notations and chapter introductions have been added.

ASSEMBLED

by

SCOTT ANDRADE

**THIS 2021 EXPANDED EDITION
contains "preview material" from the
final publication in this series:**

"BUILDING PHAROAHs (BP)"

**BP could be a multi-media
evidence-based deep dive.**

GETTING THROUGH THIS COLLECTION OF
DOCUMENTS WILL NOT BE AN EASY TASK IF
YOU ARE NEW TO CIVIC ENGAGEMENT AND
EDUCATION REFORM.

THIS COLLECTION OF DOCUMENTS
OUTLINES THE BASIS OF MY PERSONAL
CONSCIENTIOUS OBJECTION TO STUDENT
DATA COLLECTION AS A RESULT OF HIGH
STAKES TESTING.

REFUSE preK-12 STATE AND FEDERAL
STANDARDIZED STUDENT TESTING
REQUIREMENTS.

PROTECT STUDENT DATA.

THIS BOOK

**been
divided
into**

HAS SIX ^

CHAPTERS

NOTE: everything **red** is absolutely new. everything **yellow** was not necessarily **yellow** in the 2016 edition.

MAIN **TABLE OF CONTENTS**

FORWARD

transcript: public comment provided to The Massachusetts Joint Committee on Education

CHAPTER 01: THE QUIET REVOLUTION

downloaded from The State of New Jersey's website (no hacking involved)

CHAPTER 02: REFUSE 2016 *

respectfully submitted to the Massachusetts Joint Committee on Education March 07, 2016

CHAPTER 03: PROPOGANDA 2016

**"REFUSE 2016" Supplemental Material:
never formally submitted but available to all via the World Wide Web**

CHAPTER 04: PAMPHLET 01

handmade cut and paste information pamphlet w/two public comment texts

CHAPTER 05: PAMPHLET 02

handmade cut and paste information pamphlet

CHAPTER 06: PAMPHLET 03 *

handmade cut and paste information pamphlet

***contains preview information from the forthcoming "Building Pharoahs (BP)".
(final publication in the series containing "All Too Common" and "The Takeover Trilogy + One")**

FORWARD

NOTE: this public comment accompanied the official submission of CHAPTER 02 on 03/07/2016.

“The Massachusetts pre-2010 standards worked.

If you voted to repeal the CCSS this afternoon, Massachusetts teachers would simply continue implementing “best practices.”

Teachers know what they are doing. Teachers are highly educated and they have fashioned our students into some of the highest achievers on the planet.

We have no need for The Common Core State Standards.

We also have no need for the current incarnation of the science standards Massachusetts just adopted. These standards are based on the Next Generation Science Standards and they are as wordy and testably specific as the CCSS.

Many of our new science standards possess “clarification statements.” Maryland has since added similar “clarification statements” to their version of the CCSS.

Before these new science standards become entrenched in our education system I hope a courageous Senator or Representative will request an amendment to repeal the science standards along with the CCSS.

You have before you a document titled “I Will Not Participate in Anything PARCC.”

This document present’s six concrete reasons to repeal the CCSS.

You will be able to get through this document in ten minutes. Use the reference sheets, read the section title sheets and follow the highlighter.

When you vote to repeal the Common Core State Standards...you will also be voting to reject statewide implementation of our Model Curriculum Units.

These curriculum units were created using federal money and are currently Common Core specific (section 05).

You will be voting against honoring agreements that the signatories do not adhere to (sections 01, 03 and 06).

You will be voting against people saying one thing and doing another (section 04), and that's not even including anything Pearson (section 02).

Why is all that stuff so dependent on such a horrible product?

The NGA, CCSSO and Achieve/PARCC Inc. can have their standards. Go ahead and keep them, but you don't get to keep the intellectual property PARCC produced. That work product was paid for with taxpayer money and any intellectual property belongs to the people, not a corporation.

The "Common Core" reform agenda needs to be rejected resoundingly.

In the spring of 2014, the current Massachusetts Secretary of Education published an article titled "Redesigning School Districts: The Way Forward."

Secretary Peyser wrote, "in several cities around the country, we are beginning to see a path forward. Specifically, district superintendents, state education commissioners, and mayors."

I am not on that path. My wife the teacher is not on that path. My town's school committee is not on that path either.*

That's because it's the wrong path.

On November 17, 2015 The student, parent and union representatives all voted no on adopting the PARCC assessment.

Our family has refused the PARCC pilot test. Our family has also refused the PARCC operational test. Our family will refuse both the PARCC and hybrid MCAS exams this year. We do not need any bill passed for that.

PARENTS CAN CRIPPLE THIS SYSTEM BY SIMPLY REFUSING TO ALLOW THEIR CHILDREN TO PARTICIPATE.

**We deal with multiple school committees. In this instance "my" refers to the Peabody School Committee. How many different school governing bodies are in your town? Who holds each to account?*

My wife is an exemplary teacher and she has major problems with what is happening in schools and to students. I will continue to trust in my wife's skill and knowledge of the classroom when it comes to determining what is good or bad for students. Her ability to control and inform a classroom most certainly outweighs whatever opinion any bureaucrat may choose to peddle.

Please move H3929 to the floor.

Thank you for the time.

(03/07/2016)

I still mean every word.

NOTE: So far... the only entity that has forced this family into data collection is our own City. Our child must take tests and provide data (*a minor under the age of 18*) to a private business, or receive a zero on their "formative assessment." That zero would then be averaged into his final class grade. This technique effectively removes one's ability to object to a dependent's schooling because failure of the parent/guardian to comply with the student assessment requirement directly affects the student's grade, not the parent/guardian. To date we have avoided Massachusetts State level data collection and have refused MCAS multiple times without penalty. *What do you do, sue your Town/City?*

2021 School Committee Clarification Statement:

We have maintained a Salem address since 2007.

Our children have attended school at The Salem Academy Charter School, Essex North Shore Agricultural and Technical School as well as the Salem and Peabody Public School districts.

THE ENTIRE MASSACHUSETTS CURRICULUM REMAINS BASED ON THE COMMON CORE STANDARDS.
EVERY TIME YOU SEE THE WORDS "NEXT-GENERATION" ON THE SOFTWARE/TEXTBOOK YOUR
SCHOOL DEPARTMENT PURCHASES, THAT PROGRAM IS COMMON CORE BASED.

Do some research about your local and state governmental structure (as it relates to education policy).

Many "reform" programs continue to be promoted (and implemented) well beyond Massachusetts' borders.

How much power does your Education Dept. have? More than likely, these programs apply in your state.

Find your State Education Standards and compare them against those of Massachusetts and Common Core.

You can find printable "comparison pages" near the bottom of the homepage at www.nocommoncore.net

(A COPY OF THAT SITE SHOULD ALWAYS EXIST AT "archive.org" SEARCHABLE ON THEIR "WAYBACK MACHINE")

KNOW AND WATCH YOUR GOVERNMENT.

CHAPTER 01

** this*

*chapter's
contents
were*

Within "The Takeover Trilogy + One" there is a section titled "Statewide System of Support and Retribution."

(www.nocommoncore.net)

Seven years after the following eight (32) pages were posted on-line* by the Government of New Jersey, this very same program continues to be voraciously pursued while simultaneously being erased from the digital record of history.

*the
words*

*found as
recently
as*

03/10/2021

by

typing

Student Data is the foundation of an entire sector of the modern American Economy. This economy is built upon the collection, analysis and dissemination of children's information. We were redirecting public education dollars to corporations, now venture capitalist/investor types have bought in as well. Our tax money has gone to Wall Street.

This is School Choice.

This is attaching money directly to students.

Arne Duncan, John King Jr. and Betsy DeVos have no authority in my world.

Children are the victims of flawed "reform" policy.

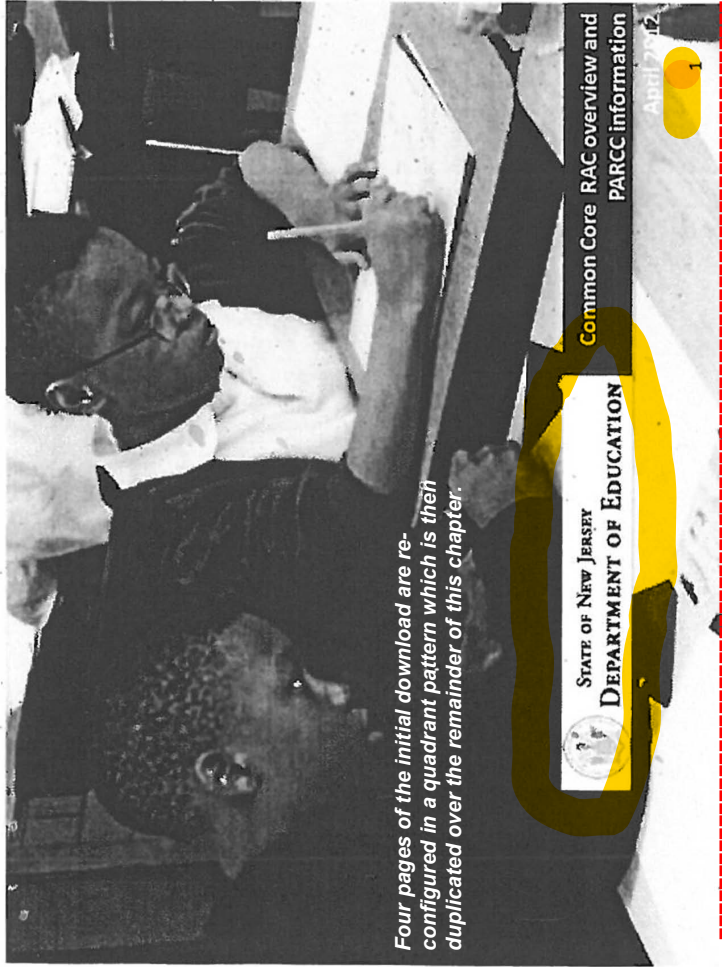
This chapter looks back at what the general public should consider... "The Rise of the Educator."

"Common Core RAC overview PARCC information"

into any search engine

Refuse the test and defuse their system. It is that easy.

I feel a monthly American \$2000 digital data stipend coming down the pipeline.



Draft / Confidential

Our conversation today

<input type="checkbox"/>	CCSS and Model Curriculum Overview
<input type="checkbox"/>	PARCC Updates
<input type="checkbox"/>	NJ ASK Transition
<input type="checkbox"/>	Regional Achievement Centers
<input type="checkbox"/>	College and Career Readiness Task Force

Chapter 01 presents an "official" draft/confidential document. This document has remained "publicly available" since 2012 (online).

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The Quiet Revolution & Model Curriculum

Common Core State Standards

- Fewer, clearer, more rigorous
 - Internationally benchmarked
- ### Commonness
- Leverage state and nation-wide expertise (46 States and DC)
 - PARCC (23 States and DC)

Continuous improvement

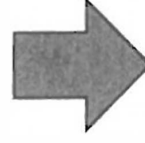
- Model 1.0 followed by Model 2.0
- Professional Development (content & grade specific)

Draft / Confidential

The CCSS Difference: Grade 7 ELA

Before: NJCCCS (2004)

1. Produce written work and oral work that demonstrate comprehension of informational materials.



After: CCSS (2010)

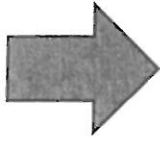
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

4

The CCSS Difference: Grade 8 Math

Before: NJCCCS (2004)

1. Understand and apply the Pythagorean Theorem.



After: CCSS (2010)

1. Explain a proof of the Pythagorean Theorem and its converse.
2. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
3. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

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The CCSS Difference: Grade 3-5 ELA: Integration of Knowledge and ideas

Grade 3: **Compare and contrast the most important points and key details** presented in **two texts** on the same topic

Grade 4: **Integrate information** from two texts on the same topic **in order to write or speak about the subject** knowledgeably

Grade 5: Integrate information from **several texts** on the same topic in order to write or speak about the subject knowledgeably.

6

College Readiness : Grade 11 ELA

Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Introduce **precise** knowledgeable claims(s), establish the **significance** of the claim(s), **distinguish** the claim(s) from alternate or opposing claims, and create an **organization** that logically sequences claim(s), counterclaim(s), reasons and evidence.

Develop claim(s) and counterclaim(s) **fairly and thoroughly**, supplying the **most relevant evidence** for each while pointing out the **strengths and limitations** of both in a manner that **anticipates the audience's** knowledge level, concerns, values, and possible biases.

7

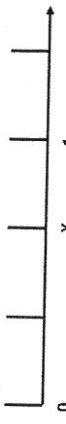
Model Curriculum 1.0

Version 1.0		Version 2.0		Version 1.0
WHAT		HOW		WHEN
Students need to Learn		We can best Instruct		do we know students have Learned
Standard	Student Learning Objectives	Instruction	Formative Assessments	Summative/Formative
CCSS Standard 1	SLO #1	<ul style="list-style-type: none">• Model Lessons• Model Tasks• Engaging Instructional Strategies	<ul style="list-style-type: none">• Effective checks for understanding• Teacher designed formative assessments	Unit Assessment SLOs 1-5
	SLO #2			
CCSS Standard 2	SLO #3			
	SLO #4			
	SLO #5			
General Bank of Assessment Items 2.0				
Student level learning reports - Professional development - Resource reviews				

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Model Curriculum

Grade 3 sample formative assessment items

Code #	CCSS and/or NJCCCS	
3.NF.1	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
3	Identify unit fractions and fractions composed of unit fractions on the number line.	3.NF.1
VOCABULARY		
Partitioning, Unknown, Equation, Multiple, Properties of Operations, Arrays		
ASSESSMENT		
Sample SLO #3	<p>Find the fraction numeral which names the location X.</p>  <p>a. $\frac{2}{4}$ b. $\frac{2}{3}$ c. $\frac{1}{2}$ d. $\frac{3}{4}$</p>	
Sample SLO #3	Bob, Jasmine, Margo, Tim and Elijah were a team. Only Bob and Margo were bused to school. What part of the team did not arrive by bus? A. $\frac{2}{3}$ B. $\frac{3}{5}$ C. $\frac{2}{5}$ D. $\frac{1}{2}$	

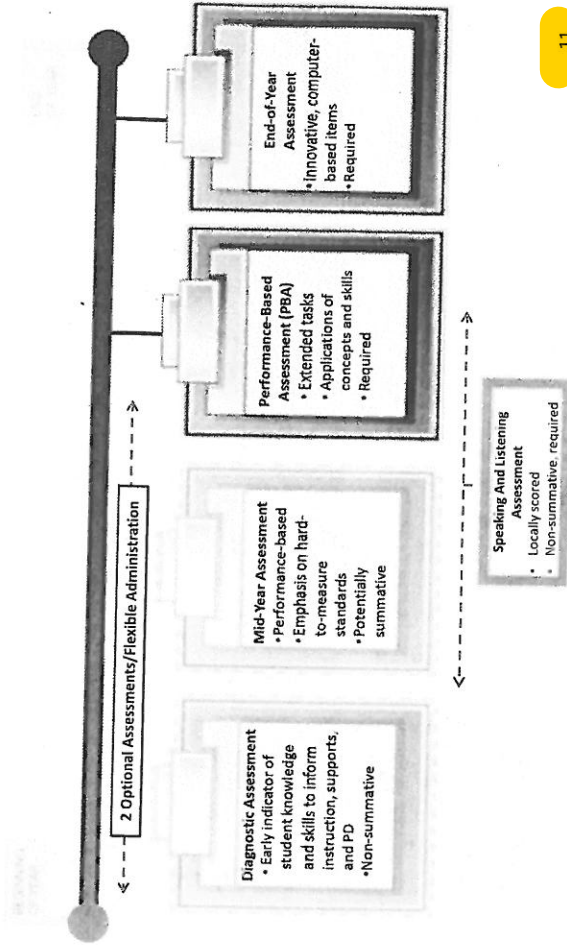
Common Standards require

Common Assessments

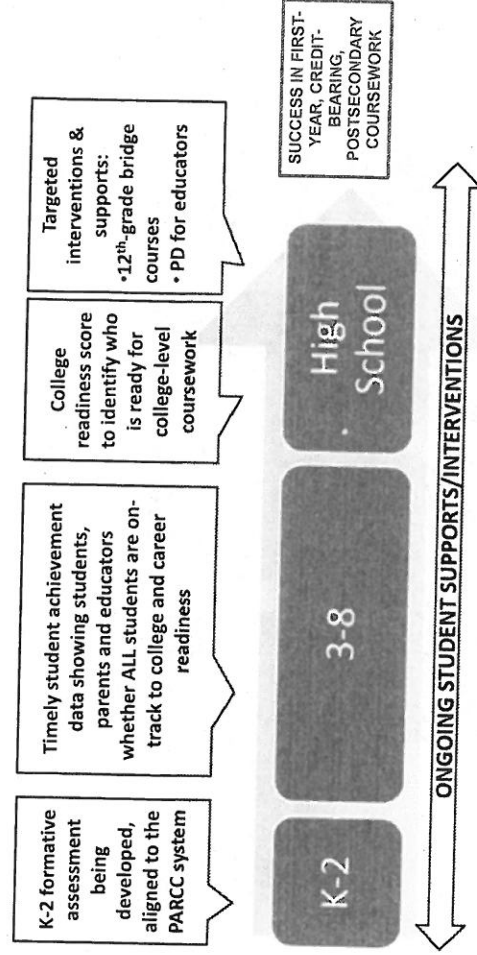
- **Common Core State Standards** are critical, but just the first step
- **Common Assessments** aligned to the Common Core will help ensure the new standards truly reach every classroom
- **Quality Implementation** is required for students to reap the benefits of new standards

PARCC Assessment Design

English Language Arts/Literacy and Mathematics, Grades 3-11

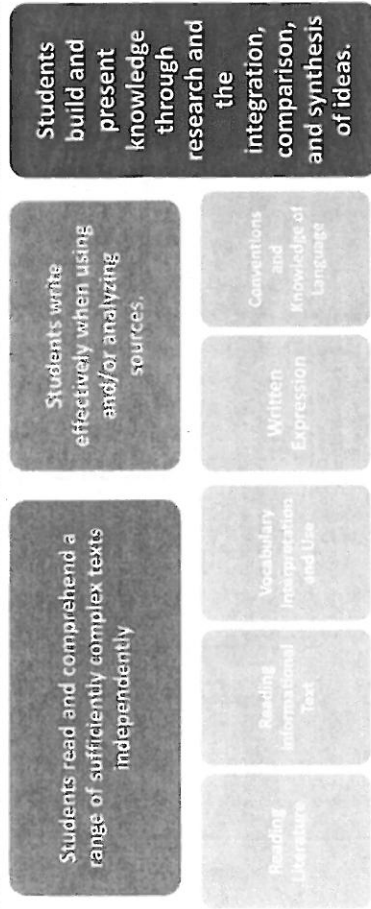


Goal #2: Build a Pathway to College and Career Readiness



Claims Driving Design: ELA/Literacy

Students are on-track or ready for college and careers



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Draft / Confidential

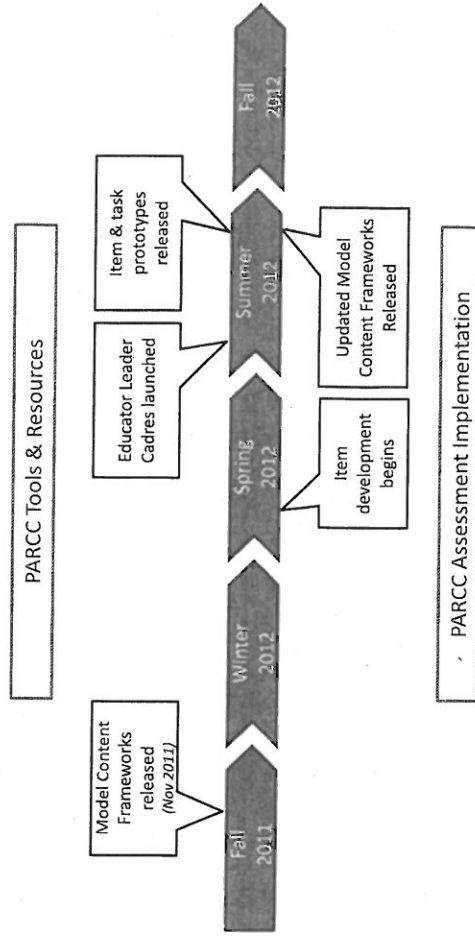
Claims Driving Design: Mathematics

Students are on-track or ready for college and careers



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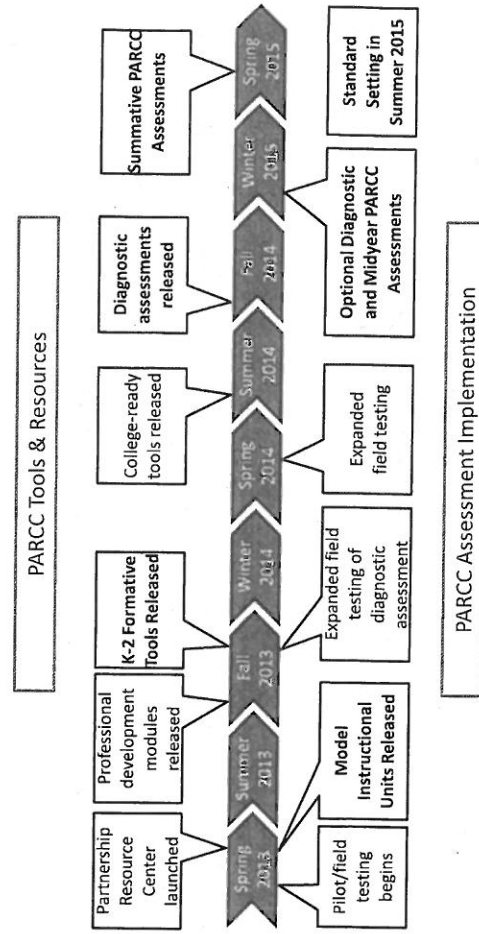
PARCC Timeline Through 2011-12



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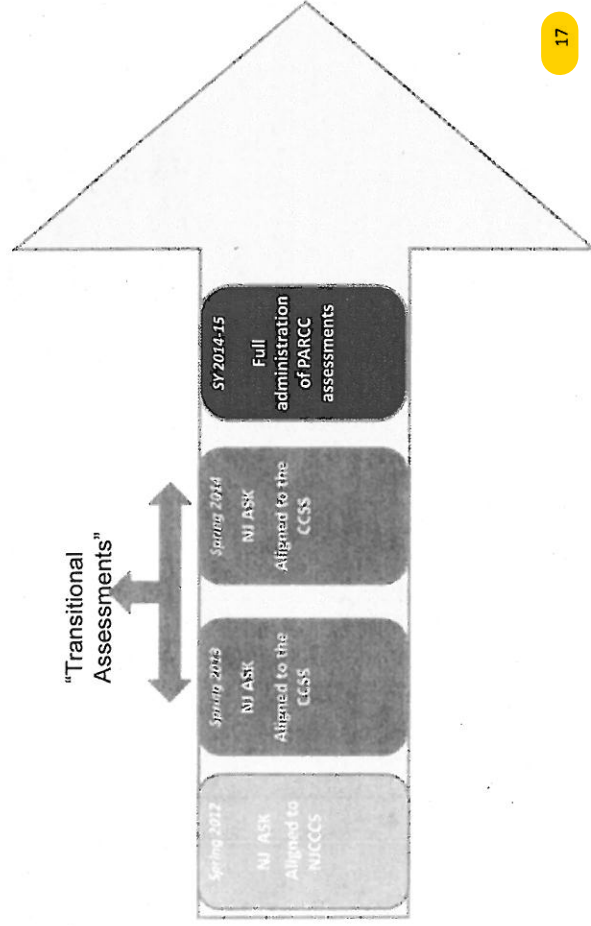
Draft / Confidential

Timeline Through First PARCC Administration in 2014-2015



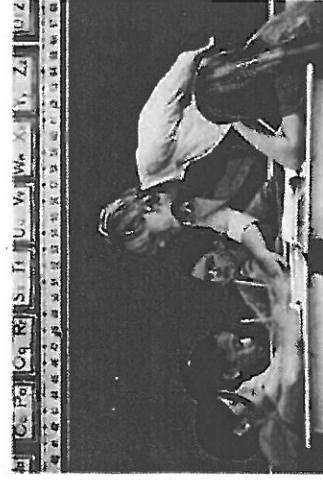
16

Assessment Transition Timeline



17

Regional Achievement Centers



18

Context for the Regional Achievement Centers (RACs)

Through New Jersey's waiver from provisions of the Elementary and Secondary Education Act (ESEA), the Department of Education has developed a new school accountability system to replace certain provisions of No Child Left Behind.

The Department is undergoing a fundamental shift from a system of primarily oversight and monitoring to service delivery and support.

RACs represent the Department's most ambitious, focused effort to date to improve student achievement across the state:

- Shift focus from all schools to low performing schools
- Significant resources aligned with proven turnaround principles
- State resources and activities coordinated to support RACs

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Regional Achievement Center mission & guiding principles

RAC Mission Statement:

New Jersey's Regional Achievement Centers, struggling schools, and their districts will partner to set clear goals for student growth, put proven turnaround principles into action, and use data to drive decision-making and accountability. Working together, we will meet our shared goal of closing the achievement gap and preparing all of our students for success in college and career.

RAC Guiding Principles:

- **Partnership:** Regional Achievement Centers, Priority and Focus Schools, and their districts work together.
- **Research base:** School turnaround principles proven to drive student achievement are put into action.
- **Support:** High impact professional development is regularly provided to teachers, leaders, and Regional Achievement Center teams. Resources are targeted to support Priority and Focus Schools.
- **Accountability:** RAC teams, Priority and Focus Schools, and their districts are held directly accountable for results.

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Regional Achievement Centers approach

- Identify schools
- Assess needs
- Review (QSR) and School Improvement Plan
- Implement targeted interventions aligned to proven turnaround principles

8 Turnaround Principles

- School Leadership:** The principal has the ability to lead the turnaround effort
- School Climate and Culture:** A climate conducive to learning and a culture of high expectations
- Effective Instruction:** Teachers utilize research-based effective instruction to meet the needs of all students
- Curriculum, Assessment, and Intervention System:** Teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted
- Effective Staffing Practices:** The skills to better recruit, retain and develop effective teachers and school leaders
- Enabling the Effective Use of Data:** School-wide use of data focused on improving teaching and learning, as well as climate and culture
- Effective Use of Time:** Time is designed to better meet student needs and increase teacher collaboration focused on improving teaching and learning
- Effective Family and Community Engagement:** Increased academically focused family and community engagement

Regional Achievement Centers approach

1

Quality School Review (QSR)

2

School Improvement Plan (SIP)

3

School Accountability Management

4

Student performance

Timing

Description

Spring and fall 2012

Baseline evaluation of schools on indicators based upon the 8 turnaround principles; replaces CAIPA

Aug – Oct 2012

Collaborative plan created by schools, districts, and the RAC staff for specific intervention activities against all QSR indicators

Sept 2012 – ongoing

Clearly defined metrics to measure implementation progress and initial student outcomes on the SIP intervention activities

Illustrative example

- Turnaround Principle: Quality of Instruction
- QSR Indicator 3.3: Teachers use frequent checks for understanding during and at the end of each lesson to inform future instruction.
- Evidence of need: Less than 50% of teachers observed used high quality checks for understanding

Illustrative example

- SIP intervention activities on indicator: Targeted PD for teachers on high quality checks for understanding (e.g., wait time)

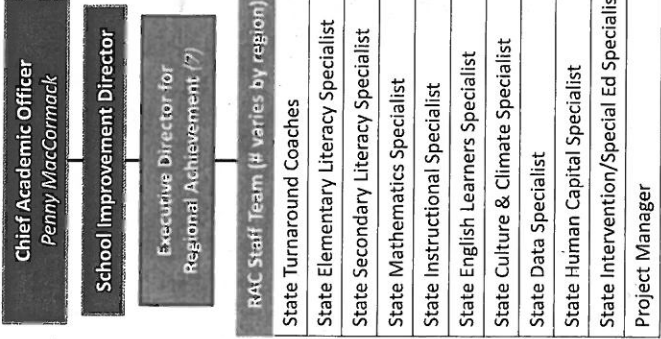
Illustrative example

- 50-day review: 95% attendance at targeted PD session; 50 – 70% of teachers observed used high quality checks for understanding
- 100-day review: 70 – 90% of teachers observed used high quality checks for understanding

Illustrative example

- Formative assessments: 18 week assessment; point increase from baseline in reading and math
- NJASK: 45% proficiency (4 point increase) in both math and reading in year 1

RAC support model: field-based teams partner with Priority and Focus Schools



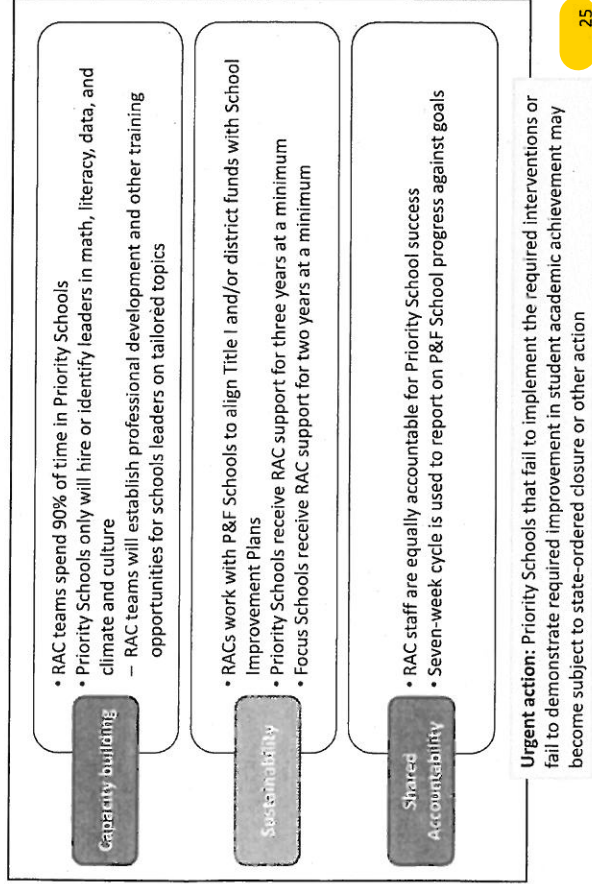
RACs are organized geographically; each RAC field team will have an office within the region

#	Counties	# Priority Schools	# Focus Schools	Total Priority & Focus
1	Morris - Sussex - Warren	0	5	5
2	Bergen - Passaic	6	39	45
3	Essex - Hudson	26	46	72
4	Hunterdon - Mercer - Somerset - Union	15	26	41
5	Middlesex - Monmouth - Ocean	3	30	33
6	Camden - Burlington	24	3	27
7	Atlantic - Cape May - Cumberland - Salem - Gloucester	1	34	35

Subject to revision

Indicates Regional HQ

RAC focus: capacity building, sustainability, shared accountability



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Transition to College and Career Ready Task Force



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The Problem:

Disconnect between High School graduation requirements and College & Career readiness

- College Remediation Rates
- Business/Industry Failure Rates



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Task Force Charge

- What does college and career readiness mean?
- What is the appropriate way to assess this level of achievement?
- What graduation requirements should be mandatory, including comprehensive examinations and end-of-course assessments?
- What processes, benchmarks, and timelines should be established to guide the transition from the current system to the new system?

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Task Force Membership

- PreK-12
- Community Colleges
- 4-Year Colleges
- Business/Industry
- State Department of Education



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Draft / Confidential

What does college and career readiness mean?

Common Core State Standards

- Adopted by New Jersey June 2010
- Literacy (ELA, Social Studies/History, Science)
- Mathematics
- Focused, clear, coherent progression
- 46 states & DC

The Task force recognized that other measures should be included

30

What is the appropriate way to assess this level of achievement?

- End-of-Course Assessments
 - Correspond to specific learning standards
 - Inform classroom practice and teacher professional development
- PARCC (23 states): Grades 9,10,11 ELA and Mathematics
- DOE to develop additional EOCs (initially Science and Social Studies)

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Draft / Confidential

What graduation requirements should be required?

- DOE and Higher Education to determine EOC "proficiency" levels
- DOE to determine number and type of EOCs required for a high school diploma (includes CCSS and non-CCSS)
- Districts have flexibility on non-CCSS assessment development



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CHAPTER 02

Massachusetts... there is no longer a teacher representative on the Massachusetts Board of Elementary and Secondary Education. One parent representative remains and our student representative rotates yearly. The public continues to lose it's representation in the Executive Branch. Next-Generation Standard implementation continues and our High Stakes Testing requirements have expanded since 2016.

24 percent of our country's population are enrolled in school at any given time. When you include parents/guardians and other interested parties, you are still speaking to a relatively small portion of the population. A great deal fewer ever concern themselves with policy. The Executive Branch has too few critics. Many people never stray past their local School Committee with concern. That's too bad. The constant rotation of parents and students has effected calls for accountability.

The rest of this introduction will expand upon the theme of why I feel a compulsion to live in despair.

GEORGE W BUSH: No Child Left Behind, 2002

BARACK OBAMA: Race to the Top, 2009 (Joe Biden, Arne Duncan, John King Jr.)

DEVAL PATRICK: Accountability and Testing (Mitchell Chester, Jeff Wulfson, Paul Sagan)

DONALD TRUMP: Charters and Privatization (Betsy Devos, Charlie Baker)

CHARLIE BAKER: Accountability, Testing, Charters, Privatization (Jeff Riley, James Peyser)

JOE BIDEN: The United States Justice Department is actively defending Betsy Devos's multiple contempt charges in federal court (February 2021).

C.R.E.A.M.* AN ONGOING NIGHTMARE OF MY LIFE

**FUNDING THREATS ARE HOLLOW.
CALL YOUR GOVERNMENT REPRESENTATIVES OUT.
MAKE THEM PUBLICLY DEFEND BAD POLICY.**

*** Cash Rules Everything Around Me
-Wu-Tang Clan**

I REFUSE TO PARTICIPATE IN ANYTHING PARCC

Respectfully submitted to the Massachusetts Joint Committee on Education

March 7, 2016

Scott Andrade

TABLE OF CONTENTS **A**

**SECTION 01: THE COMMON CORE STATE
STANDARDS**

**SECTION 02: THE 7.7 MILLION DOLLAR PEARSON
SETTLEMENT**

SECTION 03: RECOMMITMENT CLAUSE

SECTION 04: NOT BEING HONEST

SECTION 05: NOT A CURRICULUM^{*}

SECTION 06: CHAIRMAN FOR FIVE YEARS

^{*} this section incorporates new information from "Building Pharoahs (BP)."

SECTION 01 **A**

THE COMMON CORE STATE STANDARDS

Several different Common Core State Standard (CCSS) descriptions are highlighted.
Note the evolution in phrasing of the term “internationally benchmarked”.

page 01: The current CCSS website description
-www.corestandards.org-

page 02 (bottom half): United States Department of Education PRESS RELEASE
Race To The Top competition
-www.ed.gov-

page 03: Past Common Core website description. (webpage dated March 15, 2010)
-www.archive.org-

page 04: Past Common Core website description. (webpage dated March 23, 2010)
-www.archive.org-

The Press Release clearly spells out, and sets up an expectation, that the CCSS will be “internationally benchmarked”.

page 05: Achieve’s “international benchmarking” history.
-www.achieve.org-

pages 07 - 31: Part of “Benchmarking for Success”
a report by Achieve Inc., The National Governors Association (NGA), Council of Chief State School Officers (CCSSO)
-www.corestandards.org/assets/0812BENCHMARKING.pdf-

YOU CANNOT CERTIFY YOUR OWN PRODUCT.

The two recent “independent studies” cited by PARCC Inc. Communications Director David Conerty-Martin, one released by the Thomas B. Fordham Institute (supposed to be released last September pre-DESE vote) and the other by The Human Resources Research Organization, were funded by Bill and Melinda Gates Foundation. They also generously supported “Benchmarking for Success”.

Duplicate PULL-OUT "section heading information sheets" (SHIS) for CHAPTER 02 have been provided at the end of this collection.

Each color-coded SHIS duplicates a corresponding page in this chapter.

pages 32 - 37: Published Common Core State Standards reference material.
-www.corestandards.org-

page 38: Current Mississippi Department of Education State website description.
-www.mde.k12.ms.us-

Apparently Mississippi did not get the memo. They seem to be sticking with “internationally benchmarked”. At least they were through this past January.

pages 39 - 40: Most recent Massachusetts/PARCC Memorandum of Understanding
December 2015
-received from Massachusetts DESE

We now share “internationally rigorous benchmarks” with other states.

:

New science standards, ones just as wordy and testably specific as the CCSS, were just adopted by DESE.

These standards possess “clarification statements”. Much like the ones Maryland has since added to their version of the CCSS.
The Massachusetts pre-2010 standards were legible and working.

REPEAL THE COMMON CORE STATE STANDARDS NOW!

AND

**PLEASE INTRODUCE AN AMENDMENT TO REPEAL THE BOARD OF
ELEMENTARY AND SECONDARY EDUCATION’S RECENT ADOPTION
OF THE MASSACHUSETTS SCIENCE AND TECHNOLOGY/
ENGINEERING STANDARDS. A PROPER SET OF EDUCATION
STANDARDS SHOULD NOT NEED MORE EXPLANATION TO BE
UNDERSTOOD.**

THEY ARE HARD TO READ.

About the Standards

STILL AVAILABLE ONLINE - JULY 23, 2020

About this Site



This site is the official home of the Common Core State Standards. It is hosted and maintained by the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center). It provides parents, educators, policymakers, journalists, and others easy access to the actual standards, as well as supporting information and resources.

About the Common Core State Standards

The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and they live. Forty-thr Education Activity Core.

ADDENDUM: 02/14/21 <http://www.corestandards.org/read-the-standards/>

For years, the acad
to our internationa
high. One root cau:
state and do not ag



a complete copy of the document underneath this screenshot is located in Chapter 04
administrators, and other experts, the standards provide a clear
and consistent framework for educators.

The Common Core is informed by the highest, most effective

standards from states across the United States and countries around the world. The standards define the knowledge and skills students should gain throughout their K-12 education in order to graduate high school prepared to succeed in entry-level careers, introductory academic college courses, and workforce training programs.

The standards are:

- 1) Research- and evidence-based
- 2) Clear, understandable, and consistent
- 3) Aligned with college and career expectations
- 4) Based on rigorous content and application of knowledge through higher-order thinking skills
- 5) Built upon the strengths and lessons of current state standards
- 6) Informed by other top performing countries in order to prepare all students for success in our global economy and society



PRESS RELEASES

President Obama, U.S. Secretary of Education Duncan Announce National Competition to Advance School Reform

Obama Administration Starts \$4.35 Billion "Race to the Top" Competition, Pledges a Total of \$10 Billion for Reforms

ARCHIVED INFORMATION

[en Español](#)

FOR RELEASE:

July 24, 2009

Contact: Justin Hamilton,
Deputy Press Secretary
(202) 401-1576 or
press@ed.gov

The centerpiece of the Obama administration's education reform efforts is the \$4.35 billion Race to the Top Fund, a national competition which will highlight and replicate effective education reform strategies in four significant areas:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

"The \$4.35 billion Race to the Top program that we are unveiling today is a challenge to states and districts. We're looking to drive reform, reward excellence and dramatically improve our nation's schools," Secretary of Education Arne Duncan said at the event.

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Information can change weekly...

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state standards in English-language arts and mathematics for grades K-12.

The college- and career-readiness standards were released for public comment in September 2009. The K-12 standards are expected to be released for public comment in March. Both sets of standards, the college- and career-readiness and the K-12, are expected to be finalized in early 2010.

These sets of standards define the knowledge and skills students should have to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs.

They will be:

- Aligned with college and work expectations
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- **Internationally benchmarked, so that all students are prepared to succeed in our global economy and society**
- Evidence and/or research based

An advisory group provides advice and guidance on the initiative. Members of this group include experts from Achieve, Inc., ACT, the College Board, the National Association of State Boards of Education and the State Higher Education Executive Officers.

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716 captures
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THIS WEEK:

...we lost the "International Benchmarking" component.

As part of the **Common Core State Standards Initiative (CCSSI)**, the draft K-12 standards are now available for public comment. These draft standards, developed in collaboration with teachers, school administrators, and experts, seek to provide a clear and consistent framework to prepare our children for college and the workforce.

Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state standards in English-language arts and mathematics for grades K-12. This is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

The NGA Center and CCSSO have received feedback from national organizations representing, but not limited to teachers, postsecondary education (including community colleges), civil rights groups, English language learners, and students with disabilities. These standards are now open for public comment until Friday, April 2.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards are:

- Aligned with college and work expectations;
- Clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Evidence-based.

The college- and career-readiness standards were released for public comment in September 2009.

An advisory group provides advice and guidance on the initiative. Members of this group include experts from Achieve, Inc., ACT, the College Board, the National Association of State Boards of Education and the State Higher Education Executive Officers.

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*All students should graduate from high school ready
for college, careers, and citizenship.*

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International benchmarking is important from a national perspective to ensure our long-term economic competitiveness. The successes of other nations can provide potential guidance for decision-making in the United States, and many, appropriately, believe American students should be held to the same academic expectations as students in other countries.

In education, international benchmarking typically refers to analyzing high-performing education systems and identifying ways to improve our own systems based on those findings. One of the main ways to identify high-performing education systems is through international assessments, particularly the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS). Consistent high-performers include countries like Singapore, Finland, Korea, Canada and Japan.

ADDITIONAL RESOURCES

- Benchmarking for Success
- Achieve APEC Report
- CCSS Content Comparison Briefs
- International Science Benchmarking Report

Achieve's International Benchmarking Work

- Achieve was contracted by the Organisation for Economic Co-operation and Development (OECD) to co-develop the mathematics framework for PISA 2012. Achieve is also conducting an alignment review of the potential item pool for the mathematics assessment.
- With the National Governors' Association and the Council of Chief State School Officers, Achieve released the paper Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education, which provides a roadmap for benchmarking state K-12 systems against high-performing nations.
- The Asia-Pacific Economic Cooperation (APEC) commissioned Achieve to conduct an analysis of member states' standards in mathematics and science. The full report can be downloaded from the APEC website.
- As part of the Common Core State Standards Initiative, Achieve helped collect and analyze standards from a number of countries. These studies helped inform the choices made by the writers of the common standards. See the Common Core State Standards Initiative website for examples of how international benchmarking was used to inform the development of the standards in mathematics and English Language Arts/Literacy.
- Achieve has written a series of content briefs to compare the expectations of several high-performing countries to those found in the Common Core State Standards.
- With support from the Noyce Foundation, Achieve released a report on International Science Benchmarking.

Achieve is available to conduct analyses comparing state or other standards, as well as assessments, against those of high-performing countries, in mathematics, science and language arts. Please contact Achieve for more information.

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****Massachusetts Governor DEVAL PATRICK sat on Achieve's Board of Directors***

*****Pendred "Penny" Noyce (daughter of Intel co-founder Robert Noyce) sat on the Massachusetts Board of Elementary and Secondary Education, as well as the Noyce Foundation's Board and the Rennie Center's Board.***

THERE ARE OTHER

SECTIONS OF THE
"BENCHMARKING FOR SUCCESS"
REPORT AS WELL.



Benchmarking for Success:

Ensuring U.S. Students Receive a World-Class Education

A report by the National Governors Association,
the Council of Chief State School Officers, and Achieve, Inc.



National Governors Association

Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 50 states, three territories and two commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. For more information, visit www.nga.org.

Council of Chief State School Officers

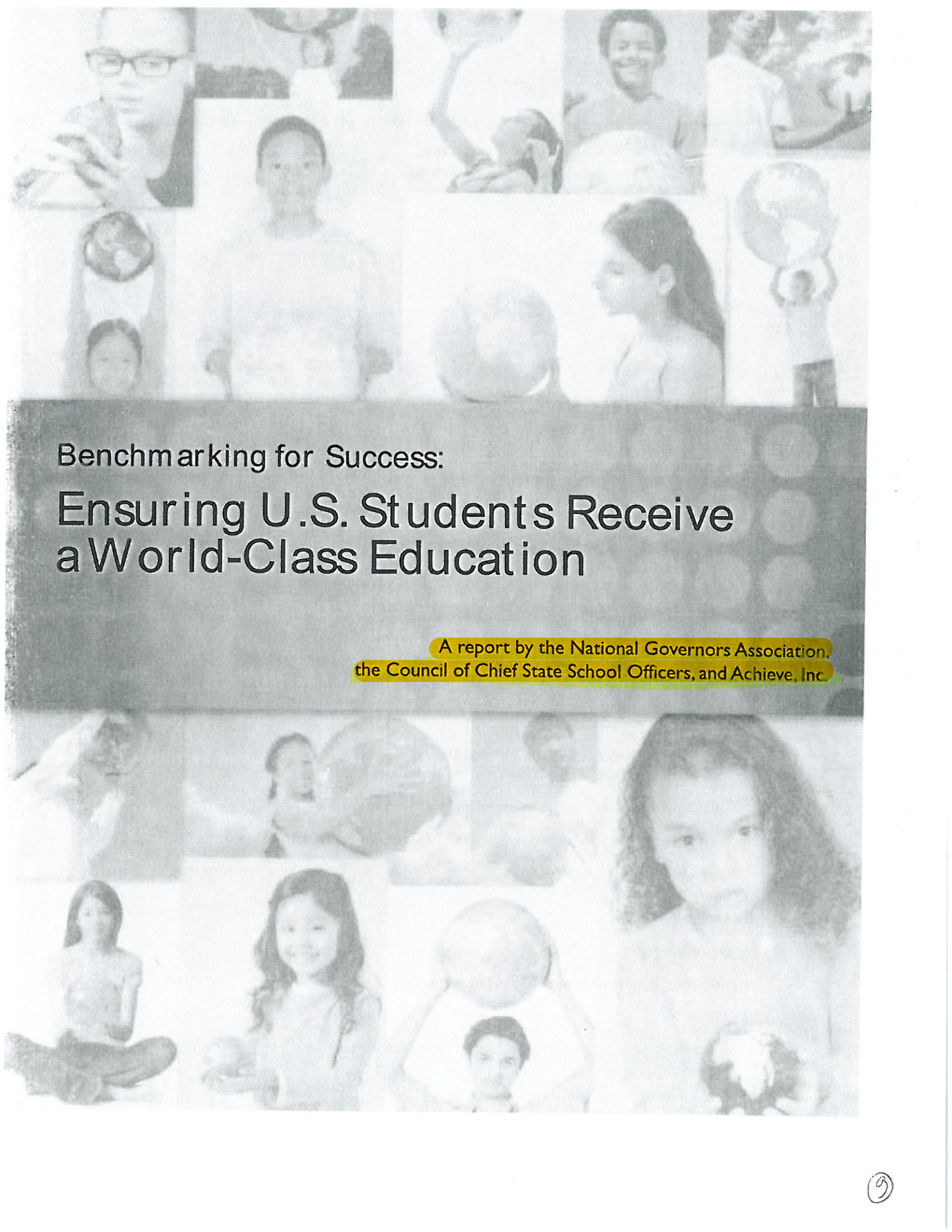
The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Achieve, Inc.

Created by the nation's governors and business leaders, Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary success. At the 2005 National Education Summit, Achieve launched the American Diploma Project (ADP) Network, a coalition that has grown to 34 states educating nearly 85% of public school students in the United States. The ADP Network is committed to aligning high school expectations with the demands of college, career and life. To learn more about Achieve, visit www.achieve.org.

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Washington, DC 20009
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Benchmarking for Success:

Ensuring U.S. Students Receive a World-Class Education

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Foreword

We are living in a world without borders. To meet the realities of the 21st century global economy and maintain America's competitive edge into the future, we need students who are prepared to compete not only with their American peers, but with students from all across the globe for the jobs of tomorrow.

States have voluntarily taken the lead in developing standards-based education, but policymakers lack a critical tool for moving forward—international benchmarking. This report is intended to help states take the next steps toward ensuring that American students receive a world-class education that positions them to compete and innovate in the 21st century.

International benchmarking will help state policymakers identify the qualities and characteristics of education systems that best prepare students for success in the global marketplace. The stakes are high, and improving our educational system will require commitment and insight not just from state leaders but many other stakeholders as well. With this in mind, the National Governors Association, the Council of Chief State School Officers, and Achieve, Inc. have joined to provide to states a roadmap for benchmarking their K-12 education systems to those of top-performing nations.

The partners' recommendations were informed by an International Benchmarking Advisory Group consisting of education experts representing education institutions, the business community, researchers, former federal officials, and current state and local officials. The Advisory Group's expertise and experience helped the partners identify the need for international comparisons and provide guidance for benchmarking state education system practices in areas such as standards, accountability, educator workforce, and assessments. The partner organizations will work with states to develop and implement these recommendations.

Governors recognize that new economic realities mean it no longer matters how one U.S. state compares to another on a national test; what matters is how a state's students compare to those in countries around the globe. America must seize this moment to ensure that we have workers whose knowledge, skills, and talents are competitive with the best in the world.

Governor Janet Napolitano
Arizona

Former United States Secretary of Homeland Security. Current Professor of Public Policy at the University of California, Berkeley.

Governor Sonny Perdue
Georgia

Craig R. Barrett
Chairman of the Board
Intel Corporation

Co-Chairs, International Benchmarking Advisory Group

Remember: Pendred Noyce's father (Robert) co-founded Intel. Intel makes chips for Microsoft. Bill Gates is Microsoft, X-box and Common Core.

ADDENDUM

<https://www.defense.gov/Newsroom/Contracts/Contract/Article/1999639/>

Checkout The Department of Defense's past involvement in the realm of education. It was no shock to learn Microsoft won a huge defense contract building their cloud.



Acknowledgements

This report was researched and written by Craig D. Jerald, president of Break the Curve Consulting in Washington, D.C.

At the National Governors Association Center for Best Practices, Ilene Berman, program director in the education division, and Dane Linn, director of the education division, supervised the project. Leadership and staff of the National Governors Association (NGA), Council of Chief State School Officers (CCSSO), and Achieve, Inc. played instrumental roles in the project. The following individuals provided useful guidance and feedback in the development of the report: Achieve, Inc. President Mike Cohen* and Vice President for Advocacy and Outreach Sandy Boyd; NGA Executive Director Ray Scheppach, NGA Center Director John Thomasian, NGA Communications Director Jodi Omeier, Senior Communications Manager Christopher Cashman, and Education, Early Childhood and Workforce Committee Director Jan Wodiska; CCSSO Executive Director Gene Wilhoit, Deputy Executive Director Scott Montgomery, Legislative Director Scott Frein, and Communications Director Kara Schlosser. Within the NGA Office of Communications, Publications and Communications Manager Andrea Brachtesende provided editing and design assistance.

The partner organizations extend special thanks to the members of the International Benchmarking Advisory Group who offered valuable insights, useful data, and timely review of earlier drafts. The partners also acknowledge the contributions of governors' staff and chief state school officers to the report.

The Bill & Melinda Gates Foundation and GE Foundation generously supported the preparation of this publication.*

* Chapter 06 provides further development on these organizations and/or persons.

International Benchmarking Advisory Group

To develop this report, the National Governors Association (NGA), Council of Chief State School Officers (CCSSO), and Achieve, Inc. invited national, state, and local education and policy leaders to serve on an International Benchmarking Advisory Group. The Advisory Group provided the three partner organizations with valuable insights and helped frame this bipartisan Call to Action. They collectively support the recommendations herein for internationally benchmarking state K-12 education systems.

Co-Chairs:

Governor Janet Napolitano^{**}, Arizona
 Governor Sonny Perdue, Georgia
 Craig R. Barrett, Chairman of the Board, Intel Corporation*

Members:

Steven A. Ballmer, Chief Executive Officer, Microsoft Corporation*
 Governor Donald L. Carcieri, Rhode Island
 Mitchell Chester, Commissioner of Education, Massachusetts Department of Elementary and Secondary Education
 Christopher Edley, J., Dean and Professor of Law, University of California-Berkeley^{**}
 Chester E. Finn, J., President, Thomas B. Fordham Institute ----- Still driving policy discussion in 2021.
 Beverly L. Hall, Superintendent, Atlanta Public Schools
 James B. Hunt, J., Chairman, the James B. Hunt, J. Institute for Educational Leadership and Policy at the University of North Carolina-Chapel Hill and former Governor of North Carolina
 Kati Haycock, President, The Education Trust
 Dwight Jones, Commissioner of Education, Colorado Department of Education
 Governor Tim Kaine, Virginia
 Janet Murguía, President and Chief Executive Officer, National Council of La Raza
 Thomas Payzant, Professor of Practice, Harvard Graduate School of Education
 Charles B. Reed, Chancellor, California State University^{**}
 Richard W. Riley, Senior Partner with EducationCounsel LLC, former U.S. Secretary of Education, and former Governor of South Carolina
 Andreas Schleicher, Head of the Indicators and Analysis Division, Directorate for Education, Organisation for Economic Co-Operation and Development
 William H. Schmidt, University Distinguished Professor, Michigan State University
 Vivien Stewart, Vice President for Education, Asia Society
 Phillip Uri Treisman, Executive Director, The Charles A. Dana Center at the University of Texas at Austin
 Bob Wise, President, Alliance for Excellent Education and former Governor of West Virginia

* Intel and Microsoft are both "in the room" for this Benchmarking Advisory Group.

** The University of California System works with Janet Napolitano on this Board. University of California-Berkeley is now her employer (as of August of 2020).

NOTE: Looks like the Thomas B. Fordham Institute actually accredits Charter Schools in Ohio? check out www.fordhaminstitute.org

ADDENDUM:

What is the yearly tuition to attend the School of Public Policy?

The screenshot shows the website of the Goldman School of Public Policy at the University of California Berkeley. The page is titled "Is Stanford's paper 'Competing Principles' in the Curriculum?". The header includes navigation links: CALENDAR & EVENTS, NEWS CENTER, CONTACT & MAPS, and INFORMATION FOR. Below the header, there are links for FACULTY & DIRECTORIES and QSEARCH. The main content area features a profile for Janet Napolitano, Professor of Public Policy. On the left, there are links for Faculty & Affiliated Academics, Other Directories, and a dropdown menu for Choose Faculty. The biography section states that Janet Napolitano is a Professor of Public Policy and Director of the new Center for Security in Politics. It also mentions her distinguished public service, including her role as President of the University of California from 2013 to 2020, and her previous roles as US Secretary of Homeland Security, Governor of Arizona, and Attorney General of Arizona. A portrait of Janet Napolitano is shown on the right.

Joanne Weiss is an independent education consultant who wrote "Competing Principles." She was formerly director of the Race to the Top program and also served as chief of staff to US Secretary of Education Arne Duncan.

I. Executive Summary

The screenshot shows the article "Competing Principles" from the Stanford Social Innovation Review. The article is by Joanne Weiss and was published in Fall 2013. The article is titled "How to the Top: a \$4 billion US education reform effort, produced valuable lessons on designing a competition-based program." The article is available for free. The article is part of a series of articles on the topic of "Competing Principles". The article is available for free. The article is part of a series of articles on the topic of "Competing Principles".

The "online" version of that treatise is again available for free.

A reverse redacted "Competing Principles" article begins in Section 03 A on page 43

I. Executive Summary

Around the globe, governments are eagerly comparing their educational outcomes to the best in the world. The goal is not just to see how they rank, but rather to identify and learn from top performers and rapid improvers—from nations and states that offer ideas for boosting their own performance. This process, known as “international benchmarking,” has become a critical tool for governments striving to create world-class education systems.

In American education, “benchmarking” often simply means comparing performance outcomes or setting performance targets (or “benchmarks”). But in business and among education leaders in other countries, it means much more. The American Productivity and Quality Center puts it this way: “Benchmarking is the practice of being humble enough to admit that someone else has a better process and wise enough to learn how to match or even surpass them.”

Countries and states have good reason to make the effort. Technological, economic, and political trends have combined to increase demand for higher skills while heightening competition for quality jobs. Rule-bound jobs on factory floors and in offices are being automated and outsourced. The world’s knowledge-and-innovation economy favors workers who have postsecondary education or training, strong fundamental skills in math and reading, and the ability to solve unfamiliar problems and communicate effectively.

At the same time, new technologies and corporate strategies have opened the global labor market to billions of people from places like Eastern Europe, India, China, and Brazil who had been left out. An increasing variety of work tasks can be digitized and performed nearly anywhere in the world. More jobs are going to the best educated no matter where they live, which means that Americans will face more competition than ever for work.

International trade agreements, such as China’s membership in the World Trade Organization in 2001, have hastened this transformation. Since 1980, global trade has grown 2.5 times faster than the global gross domestic product (GDP). Recent estimates put today’s world exports at \$12.5 trillion, nearly 20 percent of world GDP.

The global economy is here to stay, with recent research suggesting that it is evolving and its impact intensifying at a stunning pace. “Globalization is happening faster than people think,” says Vivek Wadhwa, Wertheim Fellow at Harvard Law School’s Labor and Worklife program and Duke University Executive in Residence. His recent research shows that companies are no longer just outsourcing production but are farming out innovation as well. “Having India and China conduct such sophisticated research and participate in drug discovery was unimaginable even five years ago,” he says.

Education is a tremendously important lever for ensuring competitiveness and prosperity in the age of globalization, albeit not the only one. Recent economic studies show that high skills lead to better wages, more equitable distributions of income, and substantial gains in economic productivity. Higher math performance at the end of high school translates into a 12 percent increase in future earnings. If the United States raised students’ math and science skills to globally competitive levels over the next two decades, its GDP would be an additional 36 percent higher 75 years from now.

The race is on among nations to create knowledge-fueled innovation economies. In Singapore, Germany, China, Brazil, Korea, and other countries around the world, educational improvement is viewed as a critical part of that mission. Nations and states are therefore working hard to benchmark their education systems to establish a solid foundation for economic development in the 21st century. Some are finding innovative ways to measure their students’ progress internationally. Others are examining high-performing and fast-improving nations to learn about best practices that they then adapt or adopt to improve their own systems.

American education has not adequately responded to these new challenges. The United States is falling behind other countries in the resource that matters most in the new global economy: human capital. American 15-year-olds ranked 25th in math and 21st in science achievement on the most recent international assessment conducted in 2006. At the same time, the U.S. ranked high in inequity, with the third largest gap in science scores between students from different socioeconomic groups.

The U.S. is rapidly losing its historic edge in educational attainment as well. As recently as 1995, America still tied for first in college and university graduation rates, but by 2006 had dropped to 14th. That same year it had the second-highest college dropout rate of 27 countries.

State leaders already are deeply engaged in efforts to raise standards, advance teaching quality, and improve low-performing schools. International benchmarking provides an additional tool for making that process more effective, offering insights and ideas that cannot be garnered solely from looking within and across state lines. To that end, the partner organizations and International Benchmarking Advisory Group call on state leaders to take the following actions:

State leaders also should tackle “the equity imperative” by creating strategies for closing the achievement gap between students from different racial and socioeconomic backgrounds in each of the action steps above. Reducing inequality in education is not only socially just, it’s essential for ensuring that the United States retain a competitive edge.

Research shows that education systems in the United States tend to give disadvantaged and low-achieving students a watered down curriculum and place them in larger classes taught by less qualified teachers—exactly opposite of the educational practices of high-performing countries.

Action 1: Upgrade state standards by adopting a common core of internationally benchmarked standards in math and language arts for grades K-12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive.

Action 2: Leverage states’ collective influence to ensure that textbooks, digital media, curricula, and assessments are aligned to internationally benchmarked standards and draw on lessons from high-performing nations and states.

Action 3: Revise state policies for recruiting, preparing, developing, and supporting teachers and school leaders to reflect the human capital practices of top-performing nations and states around the world.

Action 4: Hold schools and systems accountable through monitoring, interventions, and support to ensure consistently high performance, drawing upon international best practices.

Action 5: Measure state-level education performance globally by examining student achievement and attainment in an international context to ensure that, over time, students are receiving the education they need to compete in the 21st century economy.

The federal government can play an enabling role as states engage in the critical but challenging work of international benchmarking. First, federal policymakers should offer funds to help underwrite the cost for states to take the five action steps described above. At the same time, policymakers should boost federal research and development (R&D) investments to provide state leaders with more and better information about international best practices, and should help states develop streamlined assessment strategies that facilitate cost-effective international comparisons of student performance.

As states reach important milestones on the way toward building internationally competitive education systems, the federal government should offer a range of tiered incentives to make the next stage of the journey easier, including increased flexibility in the use of federal funds and in meeting federal educational requirements and providing more resources to implement world-class educational best practices. Over the long term, the federal government will need to update laws to align national education policies with lessons learned from state benchmarking efforts and from federally funded research.

Nations around the world are facing a new education imperative, and many are seizing the historical moment to provide their citizens with better opportunities and stronger economies.

America must seize this moment too, with states leading the way. Many states already are working hard to improve standards, teaching quality, and accountability, but policymakers lack a critical tool—international benchmarking.

The U.S. can take pride in many aspects of its education system, from the high performance of its teenagers on international civics tests to the strength of its higher education institutions.

But if state leaders want to ensure that their citizens and their economies remain competitive, they must look beyond America's borders and benchmark their education systems with the best in the world. The state mandate to educate all students remains, but the world that students will enter after school has changed.

For Andreas Schleicher, head of the Indicators and Analysis Division at the Organisation for Economic Co-Operation and Development's Directorate for Education, the case for adopting a global view to improving education is undeniable:

It is only through such benchmarking that countries can understand relative strengths and weaknesses of their education system and identify best practices and ways forward. The world is indifferent to tradition and past reputations, unforgiving of frailty and ignorant of custom or practice. Success will go to those individuals and countries which are swift to adapt, slow to complain, and open to change.



II. The Need for Action

II. The Need for Action

Around the globe, governments are eagerly comparing their educational outcomes to the best in the world. The goal is not just to see how they rank, but rather to identify and learn from top performers and rapid improvers—from nations and states that offer ideas for boosting their own performance. This process, known as “international benchmarking,” has become a critical tool for governments striving to create world-class education systems.

In American education, “benchmarking” often simply means comparing performance outcomes or setting performance targets (or “benchmarks”). But in business and among education leaders in other countries, it means much more: Comparing outcomes to identify top performers or fast improvers, learning how they achieve great results, and applying those lessons to improve one’s own performance. The American Productivity and Quality Center puts it this way: “Benchmarking is the practice of being humble enough to admit that someone else has a better process and wise enough to learn how to match or even surpass them.”¹

A Skills-Driven Global Economy

Governments have good reason to benchmark and improve their education systems. Technological, economic, and political trends have increased demand for higher skills while heightening competition for quality jobs. In the U.S., outsourcing and automation have dramatically altered the mix of jobs in the labor force. The proportion of American workers in blue-collar and administrative support jobs plummeted from 56 percent to 39 percent between 1969 and 1999, and the share of jobs requiring more education and specialized skills—work that is managerial, professional, and technical in nature—increased from 23 percent to 33 percent over the same period.²

Skill demands within jobs are rising as well. A study that analyzed typical tasks in the American workplace found that routine manual and cognitive tasks that follow a set of prescribed rules are rapidly being taken over by computers or workers in other countries. But more sophisticated tasks are on the rise, specifically those that require workers to “bring facts and relationships to bear in problem solving, the ability to judge when one problem-solving strategy is not working and another should be tried, and the ability to engage in complex communication with others” along with “foundational skills” in math and reading.³

Technology is changing not just how work gets done, but also where it can be done. Advances in telecommunications allow companies to digitize work tasks and products so that jobs can be performed virtually anywhere in the world. And new management software has enabled firms to shift from “vertical” production—where all tasks are done in sequence in the same place—to “horizontal” production in which tasks are carved up and shipped out to wherever they can be done best and cheapest. The result, according to a blue-ribbon commission report released last year, “is a world in which it is just as easy to create work teams on four continents as it is to create work teams composed of people from four divisions of the same firm located in the same city.”⁴

While all these changes took place, political and economic developments opened the doors of this new global economy to more than a billion new workers from Russia, Eastern Europe, China, India, and other developing countries who now compete for jobs with those in developed nations. Harvard economist Richard Freeman calls this “The Great Doubling” of the global workforce. At first, low-skilled, low-paying jobs were outsourced to these workers, but now some higher skilled jobs—from analyzing X-rays to tutoring high school students to preparing tax returns—are migrating abroad, too.⁵ The twin forces of globalization and computerization mean that any job reducible to a set of scripted rules is vulnerable to outsourcing or automation.⁶

International trade agreements, such as China's membership in the World Trade Organization in 2001, have sped this transformation along. Although some firms have long had global links, globalization is now pervasive: More nations are joining the marketplace, more goods and services are traded globally, and more of the production process is interconnected in a worldwide supply web. Since 1980, global trade has grown 2.5 times faster than the global gross domestic product (GDP). Recent estimates put today's world exports at \$12.5 trillion, nearly 20 percent of world GDP.⁷

Recent research suggests that globalization is not only here to stay, it is evolving and intensifying at a rapid pace. In June, Harvard and Duke University researchers published the first in a series of studies documenting how corporations are no longer just outsourcing production; they are beginning to outsource innovation as well. For example, big pharmaceutical companies such as Merck, Eli Lilly, and Johnson & Johnson are relying on India and China not only for manufacturing and clinical trials, but also for advanced research and development. As a result, scientists in those countries are rapidly increasing their ability to innovate and create their own intellectual property; the global share of pharmaceutical patent applications originating in India and China increased fourfold from 1995 to 2006.⁸

"Globalization is happening faster than people think," says Vivek Wadhwa, the researcher and former entrepreneur who led the study. "Having India and China conduct such sophisticated research and participate in drug discovery was unimaginable even five years ago."⁹ Wadhwa's team is finding the same kind of rapid change in a wide range of industries—from telecommunications and computer networking to aerospace and computers. Indeed, the National Academy of Engineering recently noted that nearly all of the top 20 U.S.-based semiconductor companies have opened design centers in India, nine of them since 2004.¹⁰ "Our take is that the global technology landscape has changed dramatically over the last decade," says Wadhwa, "and that we're at the beginning of a new wave of globalization."¹¹

Education for Economic Growth

As a result of these trends, American workers are competing not only with skilled workers here, but with those living in far-away places. Labor economists Frank Levy and Richard Murnane argue that "over the long run, better education is the best tool we have to prepare the population for a rapidly changing job market."¹² Studies show that higher math performance at the end of high school translates into substantially higher future earnings; an increase of one standard deviation in math scores translates into a 12 percent boost in wages.¹³ Family income for households headed by someone with a college degree grew by nearly 40 percent from 1973 to 2006, compared with less than 6 percent for families headed by someone with only a high school diploma.¹⁴

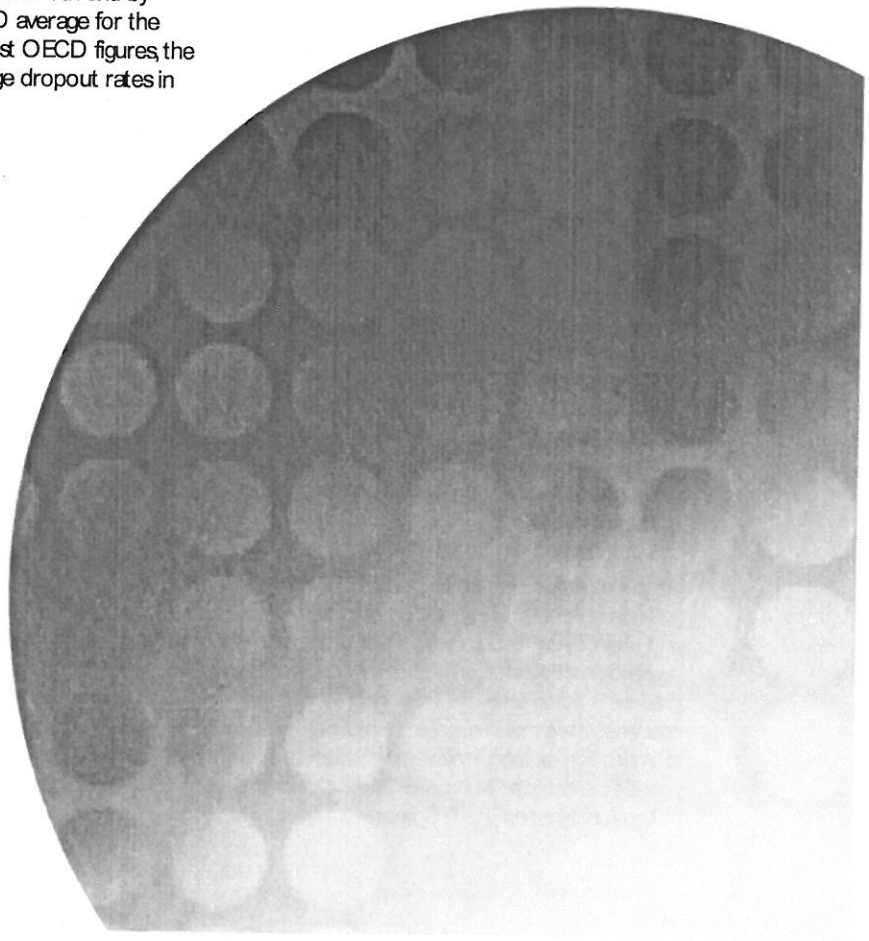
Fortune may favor the prepared mind, but it also favors the prepared place—whether that place is a nation, a region, or an individual state. To lay a solid foundation for widespread economic growth, governments around the world are adopting policies aligned with a 21st century economy that is increasingly knowledge-fueled, innovation-driven, and global in scope. The Organisation for Economic Co-Operation and Development (OECD) estimates that each additional year of schooling among the adult population raises a nation's economic output by between 3 percent and 6 percent.¹⁵ New studies by Stanford economist Eric Hanushek and others have found strong evidence that high skills lead to elevated individual wages, a more equitable distribution of income, and substantial gains in economic productivity.¹⁶

Indeed, Hanushek estimates that if the U.S. improved enough to become a top-performing nation on international assessments between 2005 and 2025, by 2037 its GDP would be an additional 5 percent higher than if skills stayed the same. Improving human capital pays off even more handsomely over a longer time horizon: By 2080, America's GDP would be 36 percent higher than would be the case if the U.S. remained mediocre in math and science.¹⁷

The implications are clear: In today's world, high wages follow high skills, and long-term economic growth increasingly depends on educational excellence. Unfortunately, American education has not adequately responded to these challenges. As other countries seize the opportunity to improve their education systems so their citizens can benefit from new economic opportunities, the United States is rapidly losing its leading edge in the resource that matters most for economic success: human capital.

Four decades ago America had the best high school graduation rate in the world, but by 2006 it had slipped to 18th out of 24 industrialized countries.¹⁸ For most of the 20th century, the U.S. set the standard for quality in higher education—and, in many respects, it still does. But other countries learned from our success and are now catching up or pulling ahead. As recently as 1995 America was still tied for first in the proportion of young adults with a college degree, but by 2000 it had slipped to 9th and by 2006 to 14th—below the OECD average for the first time.¹⁹ According to the latest OECD figures, the U.S. has one of the highest college dropout rates in the industrialized world.²⁰

Even if the U.S. improves its high school and postsecondary graduation rates, it will be difficult if not impossible to maintain its historic dominance in the supply of educated workers. Already, America's share of the world's college students has dropped from 30 percent in 1970 to less than half that today.²¹ And because of their sheer size, China and India will surpass both Europe and the United States in the number of secondary and postsecondary graduates produced over the next decade.²² Many experts have concluded that since the U.S. can no longer compete in quantity of human capital, it will have to compete in quality by providing its young people with the highest level of math, science, reading, and problem-solving skills in the world.



But so far American education has not adequately responded to the skills challenge either. Out of 30 industrialized countries participating in the OECD's Programme for International Student Assessment (PISA) in 2006, the U.S. ranked 25th in math and 21st in science achievement (Figure 1). The performance gap between the United States and top-performing nations is huge: American students lag about a full year behind their peers in the countries that perform best in mathematics.²³ Even our "best and brightest" cannot compete with excellent students elsewhere. According to the OECD, "the United States does not just have more students performing badly—it also has many fewer students performing well."²⁴ America's best math students performed worse than the best math students in 22 other OECD nations. Moreover, only 1.3 percent of U.S. 15-year-olds performed at the highest PISA level in mathematics, while among the top 10 countries the share of high performers was three to seven times as large.²⁵

American students seemed to perform better on the most recent Trends in International Mathematics and Science Study (TIMSS), conducted in 2003. For example, fourth-graders scored "above average" in mathematics among participating countries while eighth-graders scored either above average or about average depending on the calculation.²⁶ However, when compared only with more developed nations that are America's economic competitors, U.S. performance on TIMSS looks more like its performance on PISA. In 2005, the American Institutes for Research (AIR) analyzed a group of industrialized nations participating in both TIMSS and PISA; among that group, U.S. students consistently performed below average across international assessments. "U.S. performance is below the 12-country average at both low- and high-skill levels and low and high-levels of item difficulty."²⁷

American students tend to perform better on international assessments of reading than they do in math and science. But U.S. 15-year-olds perform only about average among industrialized countries, and fourth graders' reading scores have stagnated while other countries have made sizeable gains. "Reforms aimed at improving reading achievement seem to have propelled Russia, Hong Kong, and Singapore from middle to top rankings [on the Progress in International

Reading Literacy Study (PIRLS)]," Education Week reported last year, "even as U.S. performance stood still."²⁸

Moreover, a 2003 PISA assessment of students' ability to solve real-world problems found that fewer than half of U.S. 15-year-olds are analytical problem-solvers who can communicate well about solutions. Among 29 industrialized nations, the U.S. had the fifth highest percentage of very weak problem-solvers and the sixth lowest percentage of strong problem-solvers.²⁹ Such results suggest that U.S. schools not only are failing to provide many students with strong foundational skills in subjects like math and science, but they also are not providing enough students with the broader skills that the modern workplace increasingly demands.

Schools also must find ways to provide students with the "global awareness" that the globalization of work requires.³⁰ To collaborate on international work teams, manage employees from other cultures and countries, and communicate with colleagues and clients abroad, Americans will need to know and understand much more about the rest of the world than they do now.³¹ "A pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and [to] produce an informed citizenry," the National Academy of Sciences warned last year.³²

The Equity Imperative

Some might argue that it is enough to produce the next generation of elite "rocket scientists" who can invent new technologies and spur innovation. There is a widespread belief that providing America's top students with a world-class education is the single most important way to boost economic growth. This notion is often paired with a conviction that focusing on educational equity for all sacrifices excellence for the few who are already advanced. But these are myths. Our national commitment to closing achievement gaps is not only compatible with a global competitiveness agenda, it is essential for realizing that agenda.

Figure 1: U.S. 15-Year-Old Performance Compared with Other Countries

Programme for International Student Assessment (PISA)

- ☐ Average is measurably higher than the U.S.
☐ Average is measurably lower than the U.S.

Mathematics (2006)		Science (2006)		Reading (2003)		Problem Solving (2003)		
Rank	Score	Rank	Score	Rank	Score	Rank	Score	
1	Finland	548	1	Finland	543	1	Korea	550
2	Korea	547	2	Canada	534	2	Finland	548
3	Netherlands	531	3	Japan	531	3	Japan	547
4	Switzerland	530	4	New Zealand	530	4	New Zealand	533
5	Canada	527	5	Australia	527	5	Australia	530
6	Japan	523	6	Netherlands	525	6	Canada	529
7	New Zealand	522	7	Korea	522	7	Belgium	525
8	Belgium	520	8	Germany	516	8	Switzerland	521
9	Australia	520	9	United Kingdom	515	9	Netherlands	520
10	Denmark	513	10	Czech Republic	513	10	France	519
11	Czech Republic	510	11	Switzerland	512	11	Denmark	517
12	Iceland	506	12	Austria	511	12	Czech Republic	516
13	Austria	505	13	Belgium	510	13	Germany	513
14	Germany	504	14	Ireland	508	14	Sweden	509
15	Sweden	502	15	Hungary	504	15	Austria	508
16	Ireland	501	16	Sweden	503	16	Iceland	505
17	France	496	17	Poland	498	17	Hungary	501
18	United Kingdom	495	18	Denmark	496	18	Ireland	498
19	Poland	495	19	France	495	19	Luxembourg	494
20	Slovak Republic	492	20	Iceland	491	20	Slovak Republic	492
21	Hungary	491	21	United States	489	21	Norway	490
22	Luxembourg	490	22	Slovak Republic	488	22	Poland	487
23	Norway	490	23	Spain	488	23	Spain	482
24	Spain	480	24	Norway	487	24	United States	477
25	United States	474	25	Luxembourg	486	25	Portugal	470
26	Portugal	466	26	Italy	475	26	Italy	469
27	Italy	462	27	Portugal	474	27	Greece	448
28	Greece	459	28	Greece	473	28	Turkey	408
29	Turkey	424	29	Turkey	424	29	Mexico	384
30	Mexico	406	30	Mexico	410			
OECD average		498	OECD average		500	OECD average		500

Source: Organisation for Economic Co-Operation and Development and U.S. Department of Education.

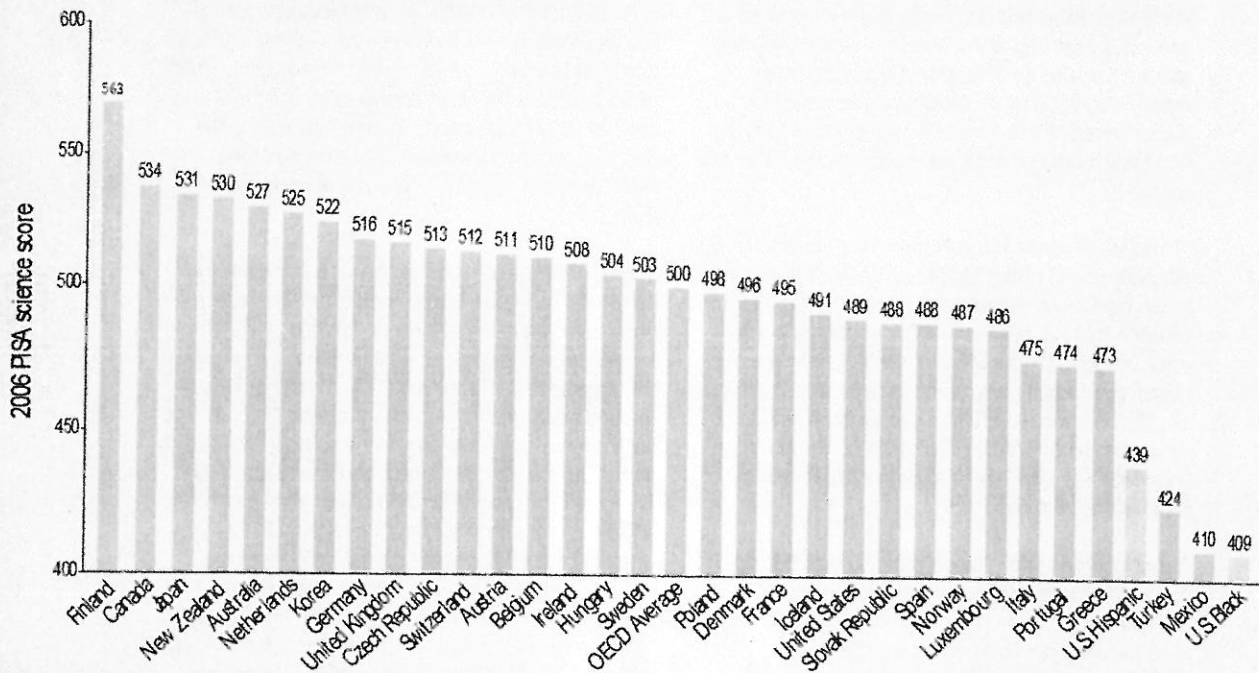
Recent studies offer compelling evidence that educational equity is just as important for economic competitiveness as it is for social justice. Hanushek and colleagues specifically analyzed economic data to answer this question: "Which is more important for growth—having a substantial cadre of high performers or bringing everyone up to a basic level of performance? They found that to truly maximize growth, it is not enough to produce a high-achieving elite; a nation's economic success also depends on closing achievement gaps to ensure that all students attain a solid foundation of knowledge and skills.³³ Another recent study of 14 developed countries concluded that "increasing the average level of literacy will have a greater effect on growth than increasing the percentage of individuals who achieve high levels of literacy skills."³⁴

But the U.S. has a long way to go before it achieves that goal. While American 15-year-olds rank in the bottom-third of developed nations in overall performance in math and science, they rank in the top-third when it comes to gaps between students from different family backgrounds.³⁵ In fact, the difference in science scores between students from different socioeconomic backgrounds is bigger in the United States than in almost any other country.³⁶ Fortunately, international assessments also show that it is possible to realize high average performance alongside more equitable performance. Across several continents, countries like Japan, Korea, Finland, and Canada demonstrate that students from disadvantaged backgrounds need not automatically perform poorly in school.³⁷

Learning how some countries achieve performance that is both higher and more equitable has tremendous implications in this country given America's long-term demographic outlook. Demographers now predict that "minorities" will constitute the majority of schoolchildren by 2023 and of working-age Americans by 2039.³⁸ In 2006, U.S. Hispanic 15-year-olds performed below the average of every OECD country except Turkey and Mexico in science literacy, and black students performed even worse (Figure 2).³⁹ America cannot remain competitive if half of its population graduates from high school so poorly prepared that it is unable to thrive in the global knowledge economy. States that plan to grow their economies must find ways to close their achievement gaps.

Of course, some critics of international assessments claim that America's disappointing performance is inevitable precisely because of its demographic challenges. But the data do not support such beliefs. Overall, U.S. 15-year-olds are slightly above the international average when it comes to families' social, economic, and cultural status.⁴⁰ The problem is that America's education system does a poor job supporting students and offering equal learning opportunities. According to OECD, in 2006, the U.S. ranked fourth out of 30 countries in the relative impact that socioeconomic background had on students' PISA science achievement.⁴¹ Another recent study measuring the impact of family background on TIMSS results found a similar pattern: "The U.S. falls in the top quarter of the most unequal countries."⁴²

Figure 2: U.S. Minority Performance Below Averages of Most Industrialized Nations



Source: Baldi, S.Y., Jin, M., Skemer, P., Green, and D. Herget. Highlights from PISA 2006: Performance of U.S. 15-Year-Old Students in Science and Mathematics Literacy in an International Context. Washington, DC: U.S. Department of Education, National Center for Education Statistics, December 2007, pp. 6 & 15.

Other Countries Pulling Ahead

America's global position is slipping not because U.S. schools are getting worse. Rather, America is losing ground because its educational outcomes have mostly stagnated while those in other countries have surged. Nations that formerly lagged far behind the U.S. have caught up with and in some cases even surpassed it.

Korea, for instance, has gone from well behind to significantly ahead of the United States in high school attainment in just a few generations—an education triumph that has helped fuel the country's tremendous progress (Figure 3). In 1960, Mexico's economic productivity was twice as large as Korea's, but by 2003 Korea's GDP was twice as large as Mexico's. According to the World Bank, "the contribution of knowledge ... was a key factor in Korea's miracle of rapid economic growth."⁴³

Other countries have made rapid strides in building competitive knowledge-and-innovation economies. "At the end of World War II, a single nation stood atop Mount Innovation, and it was the United States," notes former Harvard Business School professor John Kao in his 2007 book *Innovation Nation*. "Now, powerful new climbers have emerged to challenge U.S. supremacy. ... Some may be surprising—Brazil, Denmark, Estonia, Finland, New Zealand, Singapore, and Taiwan."⁴⁴ Not surprisingly, some of those same nations also top the list of countries achieving high performance or seeing big gains on international assessments.

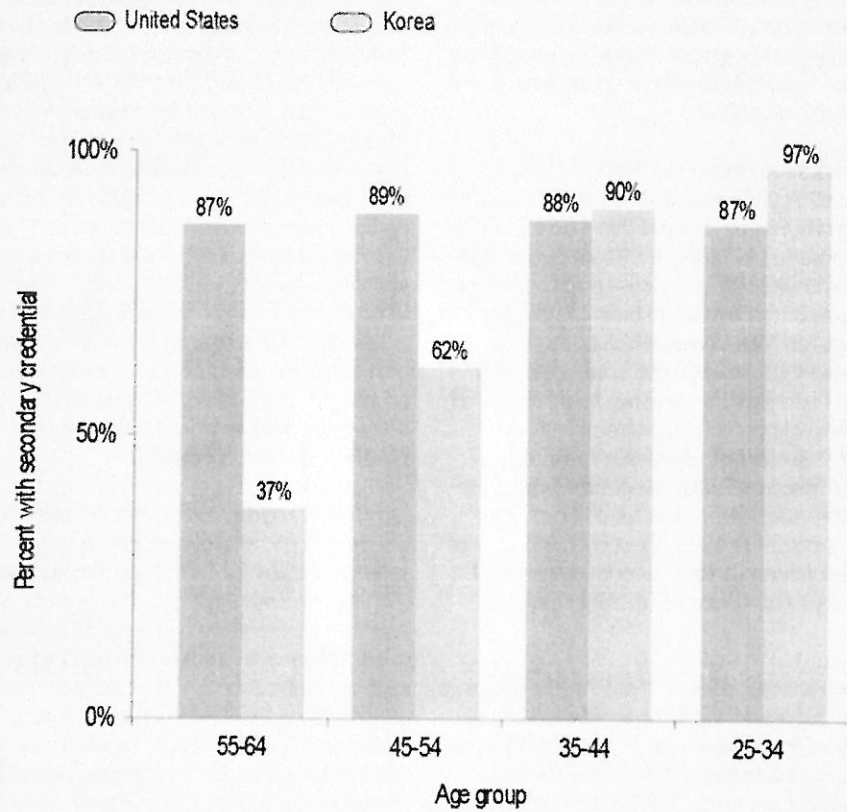
"Young Chinese, Indians, and Poles are not racing us to the bottom," New York Times columnist Thomas Friedman observed in 2005. "They do not want to work for us; they don't even want to be us. They want to dominate us—in the sense that they want to be creating the companies of the future"⁴⁵

These governments are giving their people an edge by making major efforts to improve K-12 education. Between 2000 and 2006, Poland increased its PISA reading achievement by 29 points—almost a year's worth of learning—while decreasing the proportion of achievement variation across schools from 51 percent to 12 percent. Improving average skills while decreasing the achievement gap is no accident: Poland's major education reforms are now bearing fruit.⁴⁶

Some countries are working hard to compare their performance internationally and to use those comparisons to drive improvement. Mexico plans to link its national assessment to PISA and has set presidential targets for 2012 and for 2030. Brazil has benchmarked every secondary school against PISA so that each one receives two scores—one benchmarked to the national metric and one benchmarked to PISA. The goal is to have all Brazilian secondary schools achieving at the international average by 2021. "Instead of spending years complaining that they don't do well, they turned it around to talk about what to do about it and to measure progress," says Andreas Schleicher, head of the Indicators and Analysis Division at OECD's Directorate for Education.⁴⁷

Many nations are going beyond performance to benchmark their policies and practices with the world's top performers—and making major strategic changes as a result. When Germany received disappointing results on the PISA 2000 assessment, leaders commissioned a team of experts from high-performing and innovative countries to investigate best practices and provide advice. In 2003, the German government launched a \$4.6 billion package of education reforms, including a program to expand learning time by introducing 10,000 all-day schools across the country.⁴⁸ And by 2004, Germany's 16 Länder (states) began to adopt common, jointly developed "national education standards"—something that previously had been considered politically daunting if not impossible.⁴⁹

Figure 3: Korea's Education Advancement



Source: Organisation for Economic Co-Operation and Development. Education at a Glance 2008. Paris: OECD, September 2008, p. 43, Table A1.2a

Germany is not alone in its response to international assessment results. A recent evaluation of the policy impact of PISA found that the assessment has had a major influence on educational policy and practice in many OECD countries, most notably on educational standards and curricula as well as on systems of evaluation and accountability.⁵⁰

Countries have responded to TIMSS and PIRLS results as well. A 2005 study found that 10 out of 18 developing nations had changed their science curricula in response to the TIMSS 1999 results, and eight had changed their math curricula—including “relocating into grade 8 topics that had been taught later.”⁵¹ Hong Kong’s reading reforms, which boosted its fourth-grade PIRLS achievement from significantly below the U.S. to significantly above it, were enacted in response to disappointing results on the 2001 assessment.⁵² Singapore’s impressive math and science performance on TIMSS assessment is hardly a mistake; rather, the outcomes resulted from major education reforms the country launched in response to poor performance on the Second International Science Study (a precursor of TIMSS) in the mid-1980s.⁵³

Vivien Stewart, vice president of the Asia Society, says she is often impressed by the openness and eagerness of education leaders in other countries to learn from and apply international best practice. “Singapore is currently at the top and China is rapidly improving and India is just beginning to improve, but they are all very interested in using international best practices,” she says. “China, before it engages in any reforms, will send teams to examine best practices around the world. Although this is mostly done at the national level, it’s increasingly done at the province level too. China is doing this with a vengeance because they traditionally have been cut off from the rest of the world, and they want to catch up quickly. A lot of the Chinese curriculum reforms are based on looking at systems in other parts of the world.”⁵⁴

China’s educational efforts are well matched with its economic aspirations. In 2006, the country’s Eleventh Five-Year-Plan put technological innovation squarely at the center, emphasizing the need to develop a “rich talent base” and calling for the government to “cultivate talents with creativity and completely improve our capacity of self-innovation so top universities in China will become an important force for the establishment of an innovation nation.”⁵⁵ A July 2008 study found that the University of California, Berkeley had been displaced by not one but two Chinese universities as the top undergraduate feeder institutions for U.S. Ph.D. programs.⁵⁶ In addition, while America could once expect talented foreigners studying here to stay and contribute to the U.S. economy after graduation, foreign-born specialists educated in this country are increasingly returning home to take advantage of new economic opportunities in their own countries.

Many other regions and nations are working to benchmark and improve education to attract high-skilled, high-paying jobs. In 2000, the European Union (EU) heads of state adopted the goal of becoming “the most competitive and dynamic knowledge-based economy in the world,” encouraging member nations to introduce a host of education and other reforms. Since then, the EU has adopted educational goals that are internationally benchmarked, and publishes an annual report that allows national leaders to compare results within Europe as well as with the U.S. and other countries around the world. The 2008 edition emphasizes the critical role of international benchmarking: “All Member States can learn from the best performers in the Union.... This is why the Council asked for the three best performing countries (leaders) in specific policy areas to be identified.”⁵⁷

Such attitudes stand in stark contrast to the United States, which so far has largely ignored the international benchmarking movement in education. "The U.S. education system in general is very introverted," observes Sir Michael Barber, a former top education official in Great Britain who now focuses on international benchmarking at McKinsey and Company, a global management consulting firm.⁵⁸ The U.S. participates in far fewer international benchmarking studies than do many other countries, especially compared with those working hardest to improve. In June, a group of governors attending an NGA- and Hunt Institute-sponsored seminar on educational competitiveness learned that the U.S. is the only OECD country with a federal-style education system where most state leaders have no regular and reliable information to compare student performance internationally.

Barber argues that will need to change if the U.S. wants to remain competitive. "All around the world," he says, "governments are seeking insights into how to improve education systems, and many understand that the only way for a country or a state to keep up globally is to look at what's happening with best practice around the world."⁵⁹

Of course, the U.S. education system has strengths as well as weaknesses, and plenty to teach other countries. For example, U.S. ninth-graders scored well above average on the 1999 Civic Education Study, ranking sixth out of 28 countries overall and first in students' ability to critically interpret political information. Moreover, the U.S. was one of only two countries whose students scored above average not only in civics content, but also on measures of positive civic engagement and attitudes.⁶⁰ Clearly, educators in emerging democracies can look to the U.S. for lessons in how to prepare students for active civic engagement.

Many countries also find much to admire about America's higher education system and reforms around the globe have been informed by the U.S. "You have created a public-private partnership in tertiary education that is amazingly successful," Singapore's Education Minister Tharman Shanmugaratnam told *Newsweek* in 2006. "The government provides massive funding, and private and public colleges compete, raising everyone's standards." Moreover, some Asian countries have looked to U.S. schools for ideas on how to encourage innovation and risk taking. "America has a culture of learning that challenges conventional wisdom, even if it means challenging authority," says Shanmugaratnam. "These are the areas where Singapore must learn from America."⁶¹

But the U.S. cannot afford to rest on its past accomplishments. The global knowledge economy is here, and if state leaders want to ensure that their citizens can compete in it, they must seize the initiative, looking beyond America's borders and benchmarking their education systems with the best in the world. The state mandate to educate all students remains, but the world that schools are preparing students for has changed—and will continue to change—dramatically.

OECD's Schleicher says the case for adopting a global perspective on improving education is undeniable:

It is only through such benchmarking that countries can understand relative strengths and weaknesses of their education system and identify best practices and ways forward. The world is indifferent to tradition and past reputations, unforgiving of frailty and ignorant of custom or practice. Success will go to those individuals and countries which are swift to adapt, slow to complain, and open to change.⁶²

Myths and Realities about International Comparisons

Myth: Other countries test a more select, elite group of students.

Reality: That might have been true for early international assessments, but it is no longer true today. According to Jim Hull, who examined international assessments for the National School Boards Association, "Since the 1990s, due to better sampling techniques and a move by more countries to universal education, the results represent the performance of the whole student population, including students who attend public, private, and vocational schools, students with special needs, and students who are not native speakers of their nation's language."⁶³

While the U.S. still sets a relatively high age for compulsory education among OECD nations, that does not automatically translate into higher rates of school enrollment. U.S. enrollment rates in primary and secondary education are the same as or below those in other industrialized nations. For example, among OECD member nations, the U.S. ranks only 22nd in school enrollment of 5- to 14-year-olds and 23rd in enrollment of 15- to 19-year-olds.⁶⁴

Moreover, on the most recent PISA assessment, OECD member nations on average tested a higher proportion of 15-year-olds than did the U.S. (97 percent versus 96 percent of those enrolled in schools, and 89 percent versus 86 percent of the entire 15-year-old population), which refutes the idea that the U.S. was disadvantaged by testing a broader population.⁶⁵ While no assessment is perfect, PISA, TIMSS, and PIRLS all have tight quality-control mechanisms, including very strict and transparent guidelines for sampling students and administering assessments. All exclusions must be thoroughly documented and justified, and total exclusions must fall below established thresholds.

Myth: The U.S. performs poorly because of poverty and other family factors.

Reality: According to the U.S. Department of Education, the U.S. looks about average compared with other wealthy nations on most measures of family background.⁶⁶ Among the OECD's 30 member nations, U.S. 15-year-olds are slightly above the international average on a composite index of economic, social, and cultural status (ESCS); only 11 percent of U.S. students fall within the lowest 15 percent of the ESCS internationally.⁶⁷ Moreover, America's most affluent 15-year-olds ranked only 23rd in math and 17th in science on the 2006 PISA assessment when compared with affluent students in other industrialized nations.⁶⁸ In fact, when the OECD uses statistical methods to estimate how PISA scores would look if the ESCS index were equalized across all countries—a leveling of the playing field—U.S. performance actually looks worse rather than better.⁶⁹

This is not to say that demographics are unimportant in American schools. The U.S. ranks high in the impact that family background has on student achievement (fourth out of 30 countries),⁷⁰ in part because its education system does a particularly poor job supporting students and equalizing learning opportunities. For example, a 2006 study published in the *European Journal of Political Economy* found that out of 18 developed nations, the U.S. is the only country where weaker students are more likely to be enrolled in larger classes.⁷¹ Another study found that the U.S. has one of the largest gaps in access to qualified teachers between students of high and low socioeconomic status.⁷²

Myth: Cultural factors prevent U.S. students from performing as well as those in other nations, particularly Asian countries.

Reality: U.S. 15-year-olds reported spending more time on self study or homework in science, math, and reading than did students on average across the 30 OECD nations taking the 2006 PISA assessment, including those in Japan and, except for math, in Korea.⁷³ Moreover, high-performing nations and states can be found all over the world, not just in Asia. For example, the five top-scoring nations in the 2006 PISA science assessment were located on four different continents, reflecting a range of cultures: Europe (Finland), North America (Canada), Asia (Japan), and Oceania (New Zealand and Australia).

Singapore is often singled out for its top performance on the TIMSS math assessment, which some say must be due to an unusually strong work ethic. But that belief was challenged in a 2005 study by the American Institutes for Research (AIR): "Singaporean students are hardworking, but if Singapore's success is attributable only to work ethic, how can we account for the fact that its high achievement is a comparatively recent development? On the Second International Science Study in the mid-1980s, Singaporean fourth graders scored only 13th out of 15 participating nations, and Singaporean eighth graders did no better than their U.S. counterparts In response to these poor scores, Singapore's Ministry of Education re-engineered and strengthened the education system, reforming both the science and mathematics curriculum."⁷⁴

Countries such as Finland, Korea, and Hong Kong have achieved major improvements in learning outcomes over time without changing their national cultures. In fact, as recently as the mid-1980s Finnish students performed only about average among OECD nations on tests used at the time.⁷⁵ Hong Kong instituted numerous reading reforms that boosted its fourth-graders' performance from significantly below the U.S. in 2001 to significantly above it in 2006.⁷⁶

Of course, cultural attitudes can play a role in achievement. Studies conducted in the 1980s found that mothers and students in some Asian countries were likely to attribute success in math more to effort than to innate ability, while the reverse was true for Americans.⁷⁷ But experimental studies have shown that students' beliefs can be changed in ways that positively impact learning; the National Mathematics Panel recommended that such strategies be used more widely in American classrooms.⁷⁸

Myth: Other countries are less diverse.

Reality: The U.S. is a diverse nation, but that diversity should not prevent states from improving student achievement. Among the 11 other OECD countries that like the U.S. had more than 10 percent immigrant students, all of them performed higher in math and nine performed higher in science.⁷⁹ And Singapore, which scored at the top of the most recent TIMSS math assessment, is not as homogeneous as many assume. According to the 2005 AIR report, "Arguments about Singapore's homogeneity are not persuasive. ... Singapore has three major ethnic groups. About three-fourths of Singapore's population is Chinese, but almost a quarter is Malay or Indian. Like the United States, Singapore experienced serious ethnic strife in the 1960s."⁸⁰

Cultural homogeneity has been cited as a factor in Finland's high achievement in that it lends itself to a great deal of agreement about education and education reform. But Finland's success also is attributable to very different educational policies and practices in areas like teacher recruitment and student support.⁸¹

Myth: Wealthier countries spend more than the U.S. on education.

Reality: The U.S. is wealthier and spends more on education than most other countries. Among the OECD's 30 member nations, the U.S. ranks highest in GDP per capita and second highest in educational expenditures.⁸² A report on the U.S. economy published by OECD last year observed, "On average, and relative to other OECD countries, U.S. students come from well-educated, wealthy families and ... go to schools that are unusually well-financed. Given any of these factors, U.S. students might be expected to be among the world leaders."⁸³ However, while the U.S. ranks high in education spending, it ranks only near the middle of OECD nations in its "effort" to fund education when expenditures are compared with wealth (gross national product).⁸⁴

Myth: U.S. attainment rates cannot be compared with other countries' because the U.S. tries to educate many more students.

Reality: The U.S. does rank higher than average on access to higher education, but that does not explain its very low college-completion rates. While America's entry rate for four-year and advanced postsecondary programs exceeds the OECD average by 10 percentage points (64 percent to 54 percent), its college "survival rate" trails the OECD average by 17 points (54 percent to 71 percent).⁸⁵ According to OECD, "Comparatively high drop out rates in the United States are [negatively] contributing to the United States' relative standing against other countries" in educational attainment.⁸⁶

Myth: Education does not really affect the economy anyway. A Nation at Risk warned that America's economy would suffer, but that never happened.

Reality: While A Nation at Risk erred in linking the recession of the early 1980s to educational stagnation (other factors such as the business cycle are more important over the short term), the report was correct that improving education is critical to America's economic competitiveness. New research based on extensive data from many countries over several decades confirms that cognitive skills as measured by international tests strongly influence long-term economic growth.⁸⁷

Other factors matter too, of course. In fact, America's historic advantages in other areas have made up for its students' mediocre skills and allowed the U.S. to grow its economy without significantly improving its schools. First, the sheer size of the U.S. and its much earlier investment in mass secondary and postsecondary education gave it a significant numerical advantage in human capital. Second, its open and agile economy, flexible labor markets, and intellectual property protections enabled industry to make better use of the human capital available.⁸⁸

But those historic advantages are eroding as other countries imitate the U.S. example. America already has lost its lead in educational attainment, and many countries are instituting economic reforms. "Eventually, our competitors will narrow our economic lead as they learn how to create their own versions of agility and scale," says economist Anthony Carnevale. "At that point, the competition will really come down to who has the best human capital."⁸⁹

COMMON CORE STATE STANDARDS FOR

Mathematics



Sample of Works Consulted

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COMMON CORE STATE STANDARDS FOR

English Language Arts

&

Literacy in

History/Social Studies,

Science, and Technical Subjects

Appendix A:

Research Supporting

Key Elements of the Standards

Glossary of Key Terms

A Note on International Sources for the Standards

In the course of developing the Standards, the writing team consulted numerous international models, including those from Ireland, Finland, New Zealand, Australia (by state), Canada (by province), Singapore, the United Kingdom, and others. Several patterns emerging from international standards efforts influenced the design and content of the Standards:

(1) *Other nations pay equal attention to what students read and how they read.* Many countries set standards for student reading by providing a reading list. The United Kingdom has standards for the "range and content" of student reading. While lacking the mandate to set particular reading requirements, the Standards nonetheless follow the spirit of international models by setting explicit expectations for the range, quality, and complexity of what students read along with more conventional standards describing how well students must be able to read.

(2) *Students are required to write in response to sources.* In several international assessment programs, students are confronted with a text or texts and asked to gather evidence, analyze readings, and synthesize content. The Standards likewise require students to "draw evidence from literary or informational texts to support analysis, reflection, and research" (Writing CCR standard 9).

(3) *Writing arguments and writing informational/explanatory texts are priorities.* The Standards follow international models by making writing arguments and writing informational/explanatory texts the dominant modes of writing in high school to demonstrate readiness for college and career.

(document downloaded from the State of Mississippi's website in January of 2016.)



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About Mississippi College- and Career-Ready Standards

Resources

- PARCC

What are Mississippi College- and Career-Ready Standards (MCCRS)?

The Mississippi College- and Career-Ready Standards Initiative is a state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopt. The standards are designed to ensure that students graduating from high school are prepared to enter credit-bearing entry courses in two-year or four-year college programs or enter the workforce. The standards ensure that parents, teachers, and students have a clear understanding of the expectations in reading, writing, speaking and listening, language and mathematics in school, and they put students on a level playing field regardless of their ZIP code.

Why Mississippi College- and Career-Ready Standards?

- Mississippi adopted Mississippi College- and Career-Ready Standards (MCCRS) because they provide a consistent, clear understanding of what students are expected to learn so that teachers and parents know what they need to do to help them.
- Consistent standards, also adopted by 45 other states, will provide appropriate academic benchmarks for all students at each grade level, regardless of where they live.
- The standards incorporate the best and highest of previous state standards in the U.S. and are internationally benchmarked to the top performing nations around the world.
- Students will learn the skills and abilities demanded by the workforce of today and the future. The standards emphasize critical thinking, teamwork and problem-solving skills.
- The standards are grounded in college and career readiness.

Timeline of MCCRS transition:

Development of MCCRS began through the work of higher education officials, employers, and the best research available to determine what students need to be college and career ready. In May 2013, the Mississippi Board of Education set a state accountability and assessment transitional timeline.

Standards were developed for each grade level to prepare students to meet expectations by graduation. These standards lead to proficiency in English-language arts and mathematics for grades K-12.

- To see a math question
- To see an English question

MEMORANDUM OF UNDERSTANDING

Among the State Members Of The

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS

December 15, 2015

1. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 15th day of December 2015, (the "Effective Date") by and between the current member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

This MOU continues and perpetuates the Consortium established by the "Memorandum of Understanding for the Race To The Top -- Comprehensive Assessment Systems Grant" dated June 3, 2010 among the then members of PARCC, but replaces and supersedes that June 3, 2010 MOU in its entirety.

2. Scope, Background and Objectives

This MOU constitutes an understanding between and among the Consortium member states regarding their voluntary participation in the Consortium and the conduct of the Consortium's affairs. This document describes and explains the Consortium's purposes and goals, its organizational and governance structure, and the responsibilities and benefits of participation in the Consortium.

In 2010, the then state members of PARCC joined together in order to secure initial grant funding that they used to develop a new comprehensive student assessment system which measures student knowledge and skills against a state-developed set of college- and career-ready standards in mathematics and English language arts. The consortium has successfully completed the development of the state-created assessment system -- the PARCC Assessment -- and the initial grant funding has been expended. The Consortium states now seek to continue their collaborative activities directed towards high-quality assessments and greater student achievement.

States continuing to participate in the PARCC consortium enter into this revised and replacement MOU in order to pursue collective efforts to maintain and evolve the assessment system, to support the purposes and goals that brought them together in this undertaking, and to engage in other consistent activities that they may agree upon. Though the governance provisions set out here, the PARCC Consortium states will collectively establish the principles that govern the assessment system, determine their respective contributions to the undertakings, and assure the continuing, long-term ability to benefit from their respective investments in this enterprise.

3. Purpose and Goals

The state signatories to the MOU seek to pursue collectively the following goals.

- A. Assure the development, maintenance and availability of state-directed student assessment systems that:
 - A.1. Are comparable across states;
 - A.2. Meet and apply internationally rigorous benchmarks;*
 - A.3. Provide models to educators of instructional practices that support teaching and learning for all students;
 - A.4. Allow valid measures of growth in student achievement from year to year.
 - A.5. Provide opportunities for all students to demonstrate proficiency according to state-developed academic standards, including English learners and students with disabilities, and regardless of income or family background.
- B. Support educators in their efforts to improve classroom teaching and learning for every child and to close achievement gaps.
- C. Measure students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards may be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all Consortium member states.
- D. Support additional uses for the assessment system, for implementation as may be determined by an individual state, including by way of example one or more (or none) of the following:
 - D.1. public reporting of results to parents, educators and the public;
 - D.2. school and district accountability determinations;
 - D.3. determinations of principal and teacher effectiveness and professional development and support needs;
 - D.4. decisions about promotion and graduation for individual students; and
 - D.5. teaching, learning, and program improvement.

*** This required condition for entering into a binding contract was never met.**

SECTION 02 **A**

THE 7.7 MILLION DOLLAR PEARSON SETTLEMENT

page 01: New York Times article
-www.nytimes.com-

Winnie Hu, December 21, 2011
“Testing Firm Faces Inquiry On Free Trips for Officials”

New York Attorney General investigates Pearson Education.

Why does Massachusetts still honor it's contract with Pearson Education?

The terms and conditions that bound us to the Race To The Top (RTTT) agreement have been broken.

The CCSS do not meet the initial promise made by the United States Department of Education. They said that any common standard the country adopted had to be “internationally benchmarked”.

The PARCC assessments, that will soon be taken by to 2/3 of the students in this state, are based on a horribly convoluted jumble of jargon.

Read the PARCC sample test questions.

The PARCC assessment will once again be handed to Massachusetts students and graded by Pearson Education in less than one month.

left
page 02 (upper half): Pearson's official post inquiry statement
-www.pearsonfoundation.org-

There were duplicate statements published by Pearson Education and the Pearson Foundation. After the settlement was announced publicly, two webpages were posted on the internet. Since then, the pages have entered the all-consuming internet black hole known now as 404 error:page not found.

right
page 02 (upper half): New York Times article
-www.nytimes.com

Javier C. Hernandez, December 12, 2013
“Educational Publisher’s Charity, Accused of Seeking Profits, Will Pay Millions”

pages 03 - 04: New York State Attorney General's office official website.
www.ag.ny.gov/press-release/ag-schneiderman-secures-77-million-settlement-pearson-charitable-foundation-support

Testing Firm Faces Inquiry on Free Trips for Officials

By WINNIE HU
Published: December 21, 2011

New York State's attorney general is investigating whether the Pearson Foundation, the nonprofit arm of one of the nation's largest educational publishers, acted improperly to influence state education officials by paying for overseas trips and other perks.

Related

On Education: Free Trips Raise Issues for Officials in Education (October 10, 2011)

The office of the attorney general, Eric T. Schneiderman, issued subpoenas this week to the foundation and to Pearson Education seeking documents and information related to their activities with state education officials, including at least four education conferences — in London, Helsinki, Singapore and Rio de Janeiro — since 2008, according to people familiar with the investigation.

At issue is whether the activities of the tax-exempt Pearson Foundation, which is prohibited by state law from engaging in undisclosed lobbying, were used to benefit Pearson Education, a for-profit company, according to these people. Pearson sells standardized tests, packaged curriculums and Prentice Hall textbooks.

Specifically, the attorney general's investigation is looking at whether foundation employees improperly sought to influence state officials or procurement processes to obtain lucrative state contracts, and whether the employees failed to disclose lobbying activities in annual filings with the attorney general's office. The inquiry follows two columns about the conferences by Michael Winierip in *The New York Times* this fall.

If there is evidence that the foundation engaged in substantial lobbying and failed to disclose it, it could face fines and lose its tax-exempt status under state and federal laws. No subpoenas were issued to state education officials, the people with knowledge of the matter said.

In a statement Wednesday, a Pearson Education spokeswoman said, "As a matter of policy, Pearson does not comment on government inquiries or potential legal proceedings." A spokesman said the foundation "does not currently have a comment" about the inquiry, and added, "nor is it our practice to offer comment on legal proceedings or government inquiries."

In New York, Pearson Education most recently won a five-year, \$32 million contract to administer state tests, and it maintains a \$1 million contract for testing services with the State Education Department, according to state records. The last contract was awarded after David M. Steiner, then the state education commissioner, attended a conference in London in June 2010 that was organized by the Council of Chief State School Officers and underwritten by the Pearson Foundation.

Dr. Steiner, currently a dean and professor at Hunter College, said on Wednesday that his trip had been cleared by an ethics officer at the Education Department. "I am sure that there was no sales pitch," he said, adding that "given the many attendees and presentations, I cannot be sure that there was nobody speaking at some point in the conference who was from Pearson rather than the Pearson Foundation or other organizations."

But Dr. Steiner said "there is zero link" between his trip and the state's subsequent contract with Pearson. He said that he had no direct involvement in the decision to select Pearson and that his role was to report the recommendation to hire Pearson, made by the department's staff, to the Board of Regents. "I followed exactly our rules and protocols," he said. "I still believe it was a useful and informative and professional activity that had been properly cleared."

Tom Dunn, a spokesman for the Education Department, said that state officials selected Pearson after a competitive bidding process in which the department's staff members scored and ranked each bid. He added that the attorney general and the state comptroller both reviewed and approved the contract.

"Our contracting process is always followed to the letter," he said, "and the Pearson contract was no exception."

But some advocates for students and academics said Wednesday that the investigation was long overdue.

"Despite a history of scoring errors, contract manipulation and corporate misbehavior, there's been almost no public oversight of companies such as Pearson," said Bob Schaeffer, a spokesman for FairTest, an advocacy group opposed to standardized testing. "It's great that New York's attorney general has now decided to examine the examiners and begin holding them accountable."

A version of this article appears in print on December 22, 2011, on page A29 of the New York edition with the headline: Testing Firm Faces Inquiry On Free Trips For Officials.

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Education Department (NYS)

Pearson PLC

Steiner, David M

New York State Attorney General Reaches Settlement Agreement With the Pearson Charitable Foundation and Pearson, Inc.

December 13, 2013

The New York State Attorney General has reached a settlement agreement with the Pearson Charitable Foundation and Pearson, Inc., concluding his office's investigation into the Foundation's governance, administration, and relationship with Pearson. We cooperated fully with the investigation.

Pearson and the Foundation maintain we have always acted with the best intentions and complied with the law. However, we recognize there were times when the governance of the Foundation and its relationship with Pearson could have been clearer and more transparent. Over the past two years, the Foundation has taken several steps to strengthen its governance, beginning with the addition of independent directors to the board and the adoption of stronger operational systems. Under the settlement, these efforts will be further enhanced by the creation of a three-person audit committee.

The Foundation will also pay \$7.5 million into a fund managed by the Attorney General that will support the work of 100Kin10, an organization committed to placing 100,000 science and math teachers into U.S. schools in the next ten years. The work of 100Kin10 aligns with the charitable mission of the Foundation—supporting non-profits working to expand access to great teaching and learning in the United States and around the world.

About the Pearson Foundation

The Pearson Foundation is an independent 501(c)(3) nonprofit organization that aims to make a difference by promoting literacy, learning and great teaching. The Pearson Foundation collaborates with leading businesses, nonprofits and education experts to share good practice, foster innovation, and find workable solutions to the educational disadvantages facing young people and adults across the globe. More information on the Pearson Foundation can be found at www.pearsonfoundation.org.

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Educational Publisher's Charity, Accused of Seeking Profits, Will Pay Millions

By JAVIER C. HERNÁNDEZ
DECEMBER 12, 2013

The Pearson Foundation, the charitable arm of one of the nation's largest educational publishers, will pay \$7.7 million to settle accusations that it repeatedly broke New York State law by assisting in for-profit ventures.

An inquiry by Eric T. Schneiderman, the New York State attorney general, found that the foundation had helped develop products for its corporate parent, including course materials and software. The investigation also showed that the foundation had helped woo clients to Pearson's business side by paying their way to education conferences that were attended by its employees.

"The fact is that Pearson is a for-profit corporation, and they are prohibited by law from using charitable funds to promote and develop for-profit products," Mr. Schneiderman said in a statement. "I'm pleased that this settlement will direct millions of dollars back to where they belong."

Officials at Pearson and the foundation defended their work.

The inquiry by the attorney general focused on Pearson's attempts to develop a suite of products around the Common Core, a new and more rigorous set of academic standards that has been adopted by 45 states and the District of Columbia.

Around 2010, Pearson began financing an effort through its foundation to develop courses based on the Common Core. The attorney general's report said Pearson had hoped to use its charity to win endorsements and donations from a "prominent foundation." That group appears to be the Bill and Melinda Gates Foundation.

2

Attorney General Eric T. Schneiderman

NOTE: Does a personal scandal involving this Attorney General ultimately alter any documented fact?

Home » Media Center » Press Releases » December 13th 2013

A.G. Schneiderman Secures \$7.7 Million Settlement With Pearson Charitable Foundation To Support Recruitment, Training And Hiring Of K-12 Teachers

Pearson Charitable Foundation To Adopt Program And Governance Reforms To Shield Charitable Assets From Misuse

Settlement Follows A.G. Investigation Into Misuse Of Charitable Assets By Pearson Charitable Foundation That Benefited Pearson, Inc.

Schneiderman: This Settlement Protects Charitable Assets From Misuse And Delivers Tangible Benefits To Students

NEW YORK – Attorney General Eric T. Schneiderman today announced a \$7.7 million settlement with Pearson Charitable Foundation, a not-for-profit that is affiliated with the for-profit education company Pearson, Inc. Under the terms of the settlement, \$7.5 million will be directed to recruiting and retaining high-quality kindergarten through 12th grade teachers. In addition, the Foundation will adopt program changes and governance reforms to ensure that charitable assets of the Foundation are not improperly used for the private benefit of Pearson, Inc. The settlement resolves an investigation by Attorney General Schneiderman's Charities Bureau that revealed misuse of charitable assets by Pearson Charitable Foundation in a manner that benefited Pearson, Inc. in violation of the Not-for-Profit Corporation Law and the Estates, Powers and Trusts Law of New York.

"The law on this is clear: Non-profit foundations cannot misuse charitable assets to benefit their affiliated for-profit corporations," Attorney General Schneiderman said. "Moving forward, funds for Pearson Charitable Foundation will be used exclusively for legitimate charitable purposes, beginning with millions of dollars to help ensure that every public school student has a great teacher in the classroom."

An investigation by Attorney General Schneiderman's Charities Bureau revealed that Pearson, Inc., the largest for-profit education company in the world, developed course materials through the Pearson Charitable Foundation that Pearson, Inc. intended to sell commercially.

Beginning no later than 2010, Pearson, Inc. sought to develop a series of courses, associated instructional materials and software offerings aligned with the Common Core State Standards, a set of standards governing the skills in mathematics and language arts taught to students from kindergarten through the 12th grade. The Common Core State Standards have been adopted by 45 states, the District of Columbia, and four U.S. territories. In these jurisdictions, school districts will be required to use materials "aligned" with the Common Core State Standards.

Pearson, Inc. decided to develop its Common Core aligned course offerings within the Foundation, with substantial funding by Pearson, Inc., in order to attract foundation support and credibility for its commercial products.

New York City Press Office: (2

Albany Press Office: (518) 776

nyag.pressoffice@ag.ny.gov



A G Schneiderman Annou
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A.G. Schneiderman A

Pearson, Inc. and the Pearson Charitable Foundation planned that the courses developed within the Foundation would be sold commercially by Pearson, Inc. Internal business analyses prepared by Pearson, Inc. projected that potential profits from sales of the courses and related offerings could be in the tens of millions of dollars.

After the start of Attorney General Schneiderman's investigation, Pearson Charitable Foundation sold the partially developed courses to Pearson, Inc. at a price of \$15.1 million.

Attorney General Schneiderman's investigation also found that the Pearson Charitable Foundation provided grants to an independent organization of school officials in the United States for a jointly sponsored International Summit program, a series of conferences on education that were held in various foreign locales and attended by state school officials. The Foundation and Pearson, Inc. worked with the organization of school officials to plan and organize the International Summits, to identify speakers and presenters and, in some cases, to recommend school officials from participating countries. School officials who were invited were from jurisdictions where Pearson actively did business and sought to do business. The travel and lodging expenses of state school officials from the U.S. were paid for by the organization of school officials, using funds donated by Pearson Charitable Foundation. In addition, the Foundation independently sponsored the travel and lodging of guest speakers, presenters and summit delegates, including school officials, from foreign countries.

Pearson, Inc. sales personnel attended these International Summits, while no employee of any other for-profit education company ever attended. Following the International Summits, Pearson attendees were able to share commercially valuable information with their colleagues in Pearson's international business concerning the interests and potential educational needs of some of the non-U.S. delegates to the summit.

Pearson Charitable Foundation agreed to pay a total of \$7.7 million to resolve Attorney General Schneiderman's investigation into these matters. The Office of the Attorney General will use \$7.5 million of these funds to support programs and projects in New York and other states affiliated with the 100Kin10 initiative that recruit and retain excellent K-12 teachers and support teachers in providing high-quality instruction aligned with the Common Core State Standards. In his 2011 State of the Union address, President Barack Obama set a goal for the nation of training 100,000 new science, technology, engineering and math teachers in the next decade. 100Kin10 is a network of more than 150 organizations that came together in 2011 to help meet that national goal.

In addition, the Foundation agreed to several important program and governance reforms. Among these, the Foundation agreed to include at least three independent directors on its board who will review any Foundation transaction that could reasonably be expected to benefit Pearson, Inc. Such transactions will proceed only after a finding by the independent directors that the transaction is fair, reasonable and in the best interests of the Foundation.

The Foundation further agreed that Pearson products and services will not be featured at events that are funded directly or indirectly by the Foundation unless the products and services are donated, and that the only Pearson employees who will attend such events are those who are assigned to spend substantial time on Foundation matters.

The Pearson Charitable Foundation will also pay \$200,000 for the costs of the Attorney General's investigation.

This investigation was handled by James Katz, Senior Adviser & Special Counsel to the Attorney General, with the assistance of Charities Bureau Researcher Liam Arbetman, under the supervision of Charities Bureau Enforcement Section Chief David Nachman and First Deputy for Affirmative Litigation Janet Sabel.

A copy of today's agreement can be viewed here.

› Media Gallery

Press Releases

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Archived

- › 2013
- › 2012
- › 2011
- › 2010

SECTION 03 **A**

RECOMMITMENT CLAUSE

pages 01 - 02: Massachusetts Department of Elementary and Secondary Education (DESE) Board of Education meeting minutes July 21, 2010
-www.doe.mass.edu-

Governor Baker has repeatedly reminded the public that he spoke against adoption of the CCSS in 2010.

The PARCC assessment has been totally aligned to the CCSS. Every question in the PARCC consortium's question bank has been designed to test the CCSS.

Governor Charlie Baker had the opportunity to stop this State's participation in the CCSS aligned assessment system (PARCC) but he did not.

Governor Baker made his position clear when he refused to act on the MOU requirement to sign a recommitment letter within five months of taking office.

pages 03 - 04: State House News Service report
-www.salemnews.com

STATE HOUSE NEWS SERVICE

Matt Murphy, August 26, 2015

"Common Core Foes Distribute NOBMG Video of Baker Comments"

pages 05 - 06: Massachusetts' PARCC/RTTT application
-www2.ed.gov/programs/racetothetop/phase2-applications/massachusetts.pdf

pages 07 - 08: Massachusetts' PARCC MOU appendix (valid through November 2015)
-received from Massachusetts DESE

page 09: Public Records Request response
-received from Massachusetts DESE

pages 10 - 12: PARCC Inc invoices for the timeframe June 9 - November 2015
-received from Massachusetts DESE

Amount paid to PARCC Inc. after the recommitment letter was not signed.

SECTION 03 ADDENDUM:

In the DESE's response to my request for Governor Baker's recommitment letter, it is stated that the PARCC MOU was an agreement between states and not with the United States Department of Education.

The federal government controls every aspect of the Common Core through grant making and competition. If a state does not meet the terms of the competition, the state does not win the grant money.

There is federal control over the educational system in this country. We are currently allowing the Massachusetts Executive Office of Education to carry out the exact same method of control over our towns by using grant money to influence policy decisions.

RE: FEDERAL CONTROL OF EDUCATION

pages 13 - 42: Federal PARCC MOU ammendment responses/decisions

-www.ed.gov-

all amendments to to the PARCC consortium MOU had to be approved by the United States Federal Department of Education.

When did we allow the United States Department of Education to become a punitive arm of the Executive Branch?

Why are we letting the United States Senate and House dictate educational constraints over Massachusetts' right to control its own educational path, what programs we need to adopt and when.

Those are choices we all need to reserve as residents of Massachusetts.

an excerpt from "Redesigning School Districts: The Way Forward"

-by Massachusetts Secretary of Education Jim Peyser April 28, 2014

"in several cities around the country, we are beginning to see a path forward. Specifically, district superintendents, state education commissioners, and mayors..."

The above statement does not mention parents, students or teachers. This is not an isolated incident.

pages 43 - 53: Competing Principles by Joanne Weiss, Director of Race to the Top
-www.ssir.org/articles/entry/competing_principles-

Former Director of Race To the Top openly discusses Arne Duncan's program.

I have taken the liberty of removing all the words that do not need to be there.

pages 54 - 55: Letter placing Massachusetts on "high risk status". (from USED)
-received from Massachusetts DESE

Do what the MOU says you would do or else.

page 56: United States Department of Education (USED) proposed Rule
-www.reginfo.gov-

Arne Duncan removed our states authority to "define modified academic achievement standards and develop alternate assessments based on those modified standards".

pages 57-70: Text of some legal citations cited in Secretary Duncan's proposed Rule

THE UNITED STATES SECRETARY OF EDUCATION GETS AWAY WITH IT.

ANOTHER LIAR REWARDED.

**Minutes of the Special Meeting
of the Massachusetts Board of Elementary and Secondary Education**

July 21, 2010

8:35 a.m. – 1:05 p.m.

**Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148**

Members of the Board of Elementary and Secondary Education Present:

Maura Banta, Chair, Melrose
Harneen Chernow, Vice Chair, Jamaica Plain
Michael D'Ortenzio Jr., Chair, Student Advisory Council, Wellesley
Beverly Holmes, Springfield
Jeff Howard, Reading
Ruth Kaplan, Brookline
Dana Mohler-Faria, Bridgewater
Paul Reville, Secretary of Education, Worcester

Mitchell D. Chester, Commissioner of Elementary and Secondary Education, Secretary to the Board

Members of the Board of Elementary and Secondary Education Absent:

Gerald Chertavian, Cambridge
Thomas E. Fortmann, Lexington
Sandra L. Stotsky, Brookline

Chair Maura Banta called the meeting to order at 8:35 a.m.

Comments from the Chair

Chair Banta welcomed Board members and the public to the meeting.

Comments from the Commissioner

Commissioner Chester referred Board members to the memo on grants he approved, under Tab 6 of the Board book. He noted two new murals hanging in the Department that were created by Thomas Burns, a Boston artist who engages students and teachers in designing and creating murals.

Comments from the Secretary

Secretary Reville said the Ralph C. Mahar Regional School District recently approved the state's second Innovation School, developed in cooperation with Mt. Wachusett Community College. The secretary said he met with United Way organizations in the Level 4 communities, and they have agreed to help arrange human services supports in the 35 Level 4 schools.

Secretary Reville said the commissioners and board chairs of Early Education, Elementary and Secondary Education, Higher Education, and UMass will participate in a retreat to discuss long term integration across the levels and preparation for college, among other topics. He added that the administration is hard at work in adjusting to recent budget cuts.

Secretary Reville thanked Chair Banta for her leadership of the Board and the commitment she has made to the process of adopting the Common Core Standards. The secretary said the process has been open and extensive over a couple of years. He said he hopes everyone will focus on the substance of the standards, noting that the standards must be coupled with strategies to close persistent achievement gaps.

Public Comment

- Charlie Baker, former Board member, addressed the Board on the Common Core Standards.
- Massachusetts Lieutenant Governor Timothy Murray addressed the Board on the Common Core Standards.
- Robert Antonucci, president of Fitchburg State College and former commissioner of education, addressed the Board on the Common Core Standards.
- David Driscoll, former commissioner of education, addressed the Board on the Common Core Standards.
- Senator Robert O'Leary, co-chair of the Joint Committee on Education, addressed the Board on the Common Core Standards.
- Andrew Chen from EduTron addressed the Board on the Common Core Standards.
- Joe Cronin from EdVestors addressed the Board on the Common Core Standards.
- David Floreen from the Massachusetts Bankers Association and the Massachusetts Financial Education Collaborative, addressed the Board on the Common Core Standards.
- Marilyn Jager Adams addressed the Board on the Common Core Standards.
- Linda Noonan, executive director of the Massachusetts Business Alliance for Education, and Jan Heager, WestEd, addressed the Board on the Common Core Standards.
- Representative William Brownsberger addressed the Board on the virtual school regulations.
- John Lunt, Greenfield School Committee Chair, addressed the Board on the virtual school regulations.



http://www.salemnews.com/news/local_news/common-core-foes-distribute-nobmg-video-of-baker-comments/article_67740d9d-033f-57b8-aac4-c450203fdaf9.html

Common Core foes distribute NOBMG video of Baker comments

By Matt Murphy STATE HOUSE NEWS SERVICE Aug 26, 2015



KEN YUSZKUS/Staff photoGov. Charlie Baker answers question from the editorial board of the North of Boston Media Group at the The Salem News office on Thursday.



Gov. Charlie Baker on PARCC and Common Core
Aug 13, 2015

BOSTON — Gov. Charlie Baker, who later this year will be forced to take sides in the debate over Common Core, has so far used a light touch as the Board of Elementary and Secondary Education moves closer to a decision over whether to replace the MCAS exam with a new standardized test.

While the new PARCC test and five-year-old Common Core curriculum standards are distinct, their futures in Massachusetts are also seen as being closely tied together. Baker, who opposed Common Core in 2010, says he's willing to "see what comes out of this" as he waits to hear the feedback received during public hearings on the state's experiment with the new PARCC exam, designed to align with the national Common Core curriculum standards.

Baker expects the Board of Elementary and Secondary Education to receive a report on PARCC at its September or October meeting, with a vote to adopt or reject PARCC statewide planned for November.

During an editorial board meeting with the North of Boston Media Group earlier this month, Baker said giving teachers, parents, administrators and the public "the chance to speak on this issue that they were denied in 2010" was a directive he gave to board chair Paul Sagan when he appointed him.

A video of the editorial board meeting exchange was circulated Wednesday by the group behind a ballot initiative to scrap the Common Core standards, which critics argue have weakened a Massachusetts school system that was already outperforming most other states. As a number of other states have recently abandoned Common Core or the PARCC exam, a group called End Common Core MA hopes to put a question on the 2016 ballot to force state education officials to revert the curriculum in Massachusetts public schools to the frameworks in place before Common Core was adopted in 2010.

"Our Massachusetts Education System was not broken; in 2010 we were winning. Our End Common Core MA ballot question seeks to return our state to the pre-Common Core standards and regain our title as #1 in Education in the Nation," the group, led by Donna Colorio, wrote in a release.

The group took particular interest in Baker's comment defending the performance of Massachusetts schools before Common Core, when the state ranked first in the nation multiple times in math and English.

In the clip from the meeting, Baker reminded attendees that he was the only person to testify before the Board of Elementary and Secondary Education in 2010, before he was governor, against the adoption of the Common Core standards.

"It's no secret I testified against it among other things because there was no process," Baker said, noting that "two years of dialogue" preceded the adoption of the legacy MCAS testing system.

In the interview, Baker did not betray which way he might be leaning, but he is expected to begin reaching out to members of the board, which has undergone turnover since 2010, starting next month to collect their thoughts. Baker said the presentation to the board on the public hearing process could be delayed until October.

"I'm doing the best I can to kinda let that process play itself out at this point, but I thought what we were doing in Massachusetts was working pretty well," Baker said, adding, "I'm willing to see what comes out of this."

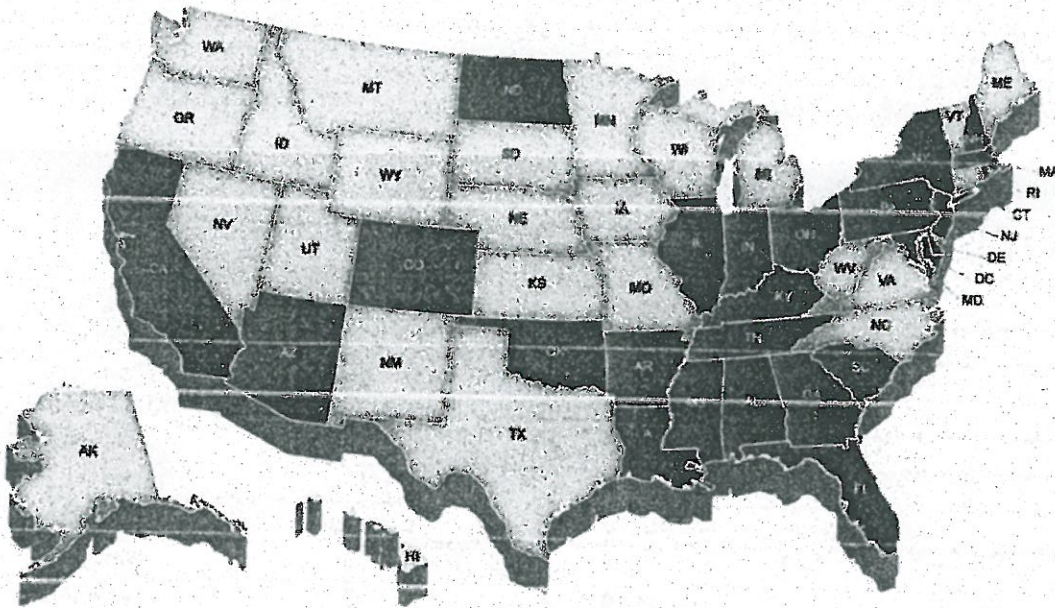
The next board meeting is scheduled for Sept. 22. Education Commissioner Mitchell Chester, hired under former Gov. Deval Patrick, has been an outspoken proponent of Common Core and PARCC. He is the chair of the Governing Board of the Partnership for Assessment of Readiness for Colleges and Careers (PARCC).

The Board of Elementary and Secondary Education under Gov. Patrick adopted Common Core as part of its strategy to strengthen the state's standing in President Barack Obama's Race to the Top grant competition. Since then, the state has piloted the new PARCC exam, developed with financial support from the federal government. Over 50 percent of districts this past spring administered the new test in grades three through eight, and about a quarter of high schools tested PARCC for ninth- and

4 pages remaining

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PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS



The Partnership for Assessment of Readiness for College and Careers (PARCC)
Application for the Race to the Top
Comprehensive Assessment Systems Competition

June 23, 2010

- Assume fiduciary responsibility for the Partnership to manage grant funds received under the RTTT Comprehensive Assessment Systems grant program, including responsibilities related to administration of the grant;
- Contract with Achieve, Inc., which has been selected as the project management partner through a competitive process; and
- Receive from Partnership states the identification of any current assessment requirements in Title I of the Elementary and Secondary Education Act (ESEA) that would need to be waived in order for Partnership states to fully implement the assessment system described in section (A)(3) of the RTTT Comprehensive Assessment Systems grant program. In turn, report to the U.S. Department of Education.

While Florida will assume decisionmaking authority regarding significant expenditures be made by the Governing Board. The Partnership in (A)(8) of this application includes funding out its responsibilities as fiscal agent to contract with other organizations to obtain funds, such as hiring an accounting firm.

The original recommitment requirement section appears here in the original PARCC RTTT application.

Please refer to Summary of the roles and the role each has elected to play.

es and the role each has

RECOMMITMENT REQUIREMENT

States in this Partnership recognize that they might experience changes in political leadership over the four-year project period. Therefore, in the event that the governor or chief state school officer is replaced in a Partnership state, his or her successor must affirm in writing to the Governing Board Chair within five months of taking office the state's continued commitment to participate in the Partnership and to the binding commitments made by that official's predecessor.

APPENDIX (A)(1) – A – xvi

MASSACHUSETTS

MEMORANDUM OF UNDERSTANDING

ADDENDUM 2

ADDENDUM 3

TRANSMITTAL LETTER

The recommitment
requirement **also**
appears here in
this copy of the
PARCC Mod a gree-
ment between the
PARCC Consortium
States

4. **Propose**

Consistent
States and
Project A

and oversee the work of the organization selected to be the Project Management Partner.

Governor Baker
took office on
Jan 8. The deadline
for a new governor
to submit a letter
for continued
PARCC participation
was June 9.

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ARCC Governing
et the consortium
board will direct
the Project

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.
2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

September 1, 2015

Scott Andrade
12 Grant Road
Salem, MA 01970

Re: Public Records Request – PARCC Consortium

Dear Mr. Andrade:

I write in response to your public records request, received by the Massachusetts Department of Elementary and Secondary Education (Department) on August 17, 2015. This is the full response mentioned in the Department's letter dated August 27, 2015.

You requested:

Re-commitment letter to the PARCC Consortium from Governor Baker to the Chairman of the PARCC Consortium as required by Massachusetts' MOU with the United States Department of Education.

First, I note that the MOU to which you appear to refer, which was transmitted to Achieve, Inc. on June 14, 2010, was not an MOU with the United States Department of Education, but was an agreement among states. In direct response to your request, Governor Baker has not issued a letter of recommitment, so the Department of Elementary and Secondary Education does not have any documents which are responsive to your request.

I hope you find this helpful. Please be advised that if you wish to challenge this response, you may appeal to the Supervisor of Public Records following the procedure contained in 950 CMR 32.08.

Sincerely,

Lucy A. Wall
Associate General Counsel



PK-205-103

1747 Pennsylvania Avenue, NW
Washington, DC 20006
202-748-8100

INVOICE NO. PMSCMA-0008
DATE July 14, 2015
CUSTOMER ID

TO Massachusetts Department of Elementary & Secondary Education
75 Pleasant Street
Malden, MA 02148

PURCHASE ORDER NO./LINE #	Description	PAYMENT TERMS	DUE DATE
	For the period: 6/1/2015 - 6/30/2015	Net 45	8/28/15

DESCRIPTION		UNIT PRICE	LINE TOTAL
Partnership Management Service Contract			
Services provided June, 2015			
Deliverable Bundle #9 - Invoice Amount 10%		56,538	56,538
Workstream	Payment Milestone		
PM	Review vendor Program Summaries, Dashboards, Risk Registers for Consortium		
PM	Post Decision Tracking Report and Integrated Program Summary		
PM	Audit document management site		
SEC	Facilitate and document any meetings or calls of Governing Board, State Leads, ad hoc committees and working groups		
SEC	Post Communications Reports		
SA	Manage and review all summative development specifications and activities		
SLA	Report Log of Vendor deliverable status (accepted, rejected, etc)		
		SUBTOTAL	\$ 56,538
		SALES TAX	-
		TOTAL	\$ 56,538

Make all checks payable to PARCC INC.

JUL 27 2015

FY2015



1747 Pennsylvania Avenue, NW
Washington, DC 20006
202-748-8100

INVOICE NO. PMSCMA-0009
DATE November 23, 2015
CUSTOMER ID

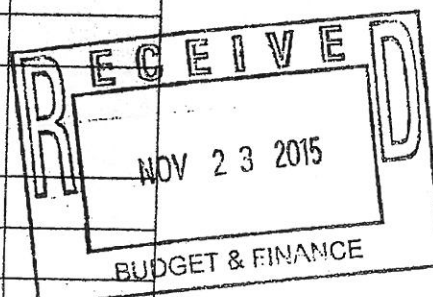
ORIGINAL

TO Massachusetts Department of Elementary & Secondary Education
75 Pleasant Street
Malden, MA 02148

PURCHASE ORDER NO./LINE #	Description	PAYMENT TERMS	DUE DATE
	For the period July 2016 - October, 2016	Net 45	1/7/16

DESCRIPTION	UNIT PRICE	LINE TOTAL
Partnership Management Service Contract 2015/2016		
Services provided through October, 2015		
Deliverable Bundle #1	134,278	134,278
Workstream	Payment Milestone	
PM 1.1	Conduct monthly risk management activities; update and post Consortium Risk Register	
PM 1.2	Post monthly Decision Tracking Report	
PM 1.3	Submit to Oversight Committee monthly Integrated Program Summary	
PM 1.4	Begin document management site review. Post any drafts and wireframe outlines developed. Facilitate and document any calls.	
PM 1.5	Submit monthly Governing Board Dashboard, identifying status of critical milestones and top program risks. Post to SharePoint.	
PM 1.6	Distribute and post to SharePoint monthly overview of Pearson Contract Ledger	
PM 1.7	Submit to Oversight Committee monthly Quality Issue Log	
SEC 1.8	Monthly State Lead facilitation. Distribute and post to SharePoint meetings and/or call agendas and minutes.	
SEC 1.9	Monthly Governing Board facilitation. Distribute and post to SharePoint meetings and/or call agendas and minutes.	
SEC 1.10	Monthly OWG facilitation. Distribute and post to SharePoint meetings and/or call agendas and minutes.	
SEC 1.11	Distribute and post to SharePoint monthly Report of Communications Activities	
SA 1.12	Submit to Oversight Committee monthly Signatory Pages, Indicated approval of Pearson contract deliverables	
TP 1.13	Manage technology operations implementation, incorporating key milestones into schedule and raising risks to States	
RV 1.14	Manage PARCC research agenda. Distribute and post to SharePoint research agendas and notes as appropriate. Facilitate TAC meetings as scheduled in Pearson contract: Distribute and post to SharePoint TAC agendas and notes	
RA 1.15	Coordinate release of assessment score release: Distribute and post to SharePoint agendas and notes as appropriate	
SLA 1.16	Submit to Oversight Committee Vendor Deliverable Log with Parcc Inc. comments (accepted, rejected, etc.)	
SUBTOTAL		\$ 134,278
SALES TAX		-
TOTAL		\$ 134,278

Make all checks payable to PARCC INC.





1747 Pennsylvania Avenue, NW
Washington, DC 20006
202-748-8100

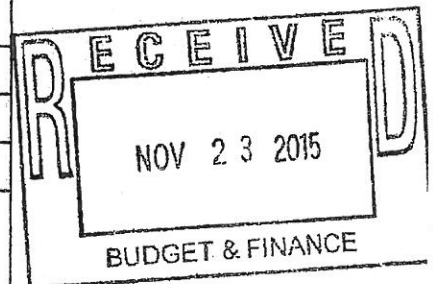
INVOICE NO. PMSMA-0009
DATE November 23, 2015
CUSTOMER ID

*Revised INV.
12/14/15*

TO Massachusetts Department of Elementary & Secondary Education
75 Pleasant Street
Malden, MA 02148

PURCHASE ORDER NO./LINE #	Description	PAYMENT TERMS	DUE DATE
	For the period October 1, 2015 to October 31, 2015	Net 45	1/7/16

DESCRIPTION	UNIT PRICE	LINE TOTAL
Partnership Management Service Contract 2015/2016		
Services provided October 1, 2015 through October 31, 2015		
Deliverable Bundle #1	134,278	134,278
Workstream	Payment Milestone	
PM 1.1	Conduct monthly risk management activities; update and post Consortium Risk Register	
PM 1.2	Post monthly Decision Tracking Report	
PM 1.3	Submit to Oversight Committee monthly Integrated Program Summary	
PM 1.4	Begin document management site review. Post any drafts and wireframe outlines developed. Facilitate and document any calls.	
PM 1.5	Submit monthly Governing Board Dashboard, Identifying status of critical milestones and top program risks. Post to SharePoint.	
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Make all checks payable to PARCC INC.

SUBTOTAL	\$	134,278
SALES TAX		-
TOTAL	\$	134,278

2452-16 Parcc INC 088 348501

(12)



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE DEPUTY SECRETARY

May 11, 2011

The Honorable Rick Scott
Executive Office of the Governor
PL05, The Capitol
400 South Monroe Street
Tallahassee, Florida 32399-0001

Dear Governor Scott:

I am writing in response to the document submitted to the U.S. Department of Education (the Department) on April 11, 2011, by the Partnership for Assessment of Readiness for College and Careers (PARCC). That document outlined PARCC's revised approach for item development under its Race to the Top Assessment (RTTA) grant. As you know, the Department has the authority to approve amendments to your plan and budget provided that such a change does not alter the scope or objectives of the approved proposal. On February 28, 2011, the Department sent a letter to you indicating the process that would be used to review any amendment to PARCC's approved plan. To determine whether approval could be granted for this request, the Department has applied the conditions noted in the February 28 letter.

I am pleased to approve your proposal. Under this amendment, PARCC will create two phases for assessment development by separating item prototyping activities from the operational assessment development, as opposed to its original plan to incorporate item development into the overall operational assessment development work. This will enable PARCC to identify and try out innovative and functional items and through-course components early in the process. PARCC will issue sole-source contracts to multiple public universities, permissible under Florida procurement law, for the item prototyping work. This change is consistent with the requirements in 34 CFR 80.36(a) that grantees follow the same policies and procedures they use for procurements from non-Federal funds. This change also revises the timeline and process for procuring services for the development of the operational assessment. PARCC will use the Invitation to Negotiate (ItN) process, a full and open competitive process, to procure services for assessment development. The ItN is scheduled to be released in October 2011. The approved change does not change PARCC's budget for assessment development nor will it impede PARCC's ability to have its proposed assessment system delivered as required by school year 2014-15. Most importantly, the changes do not impact PARCC's full compliance with the absolute priority for the grant award, which is developing a new assessment system that will be used by multiple states; is valid, reliable, and fair for its intended purpose and for all student subgroups; and measures student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts.

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As noted in our communication of February 28, 2011, this approval letter will be posted on the Department's website as a public record of the amendment.

I am confident that PARCC will continue its bold efforts to create a next-generation assessment that will more accurately measure what students know and are able to do. If you need any assistance or have any questions, please do not hesitate to contact Patrick Rooney at (202) 453-5514 or Patrick.Rooney@ed.gov.

Sincerely,

/s

Ann Whalen
Deputy Director
Implementation and Support Unit

cc: Commissioner Eric Smith
Kris Ellington
Linda Champion
Laura Slover



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE DEPUTY SECRETARY

August 1, 2011

The Honorable Rick Scott
Executive Office of the Governor
PL05, The Capitol
400 South Monroe Street
Tallahassee, Florida 32399-0001

Dear Governor Scott:

I am writing in response to the amendment request submitted to the U.S. Department of Education (the Department) on May 25, 2011, by the Partnership for Assessment of Readiness for College and Careers (PARCC). That request outlined PARCC's proposal for a revised approach and budget for their technology audit and transition support work, which is intended to assist PARCC States and districts in planning and implementing the necessary infrastructure for online delivery of the new assessment in school year 2014–15. As outlined in the Cooperative Agreement, the Department has the authority to approve amendments to your plan and budget provided that such a change does not alter the scope or objectives of the approved proposal. On February 28, 2011, the Department sent a letter to you indicating the process that would be used to review any amendment to PARCC's approved plan. To determine whether approval could be granted for this request, the Department has applied the conditions noted in the February 28 letter.

I am pleased to approve your proposal. Under this amendment, PARCC will collaborate with the Smarter Balanced Assessment Consortium (SBAC) to develop an online readiness assessment tool in lieu of creating a PARCC-specific audit. PARCC originally budgeted \$50,000 for developing and implementing an audit in the first year of the grant, with \$450,000 budgeted for technical assistance to States following the audit. The online readiness assessment tool—which will be a dynamic, interactive evaluation and planning tool for all participating States—has an estimated cost of \$500,000, which will be split equally between PARCC and SBAC. As a result, PARCC will reallocate \$200,000 from the post-audit technical assistance to the development of the tool. This requires moving \$100,000 of the \$225,000 budgeted amounts for each of years two and three into the budget for year one. This reduction in the post-audit technical assistance will still allow for 10 days of consulting services for each PARCC State rather than the 18 days originally budgeted. We agree that this is an appropriate change; collaborating with SBAC to create a robust tool is the necessary first step to provide sufficient detail for the member States and school districts to align their technology plans with the requirements of the PARCC assessment system.

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It is our understanding that this amendment will not result in a change to PARCC's overall timeline and outcomes, nor will it substantially change the scope of work. As noted in our communication of February 28, 2011, this approval letter will be posted on the Department's website as a public record of the amendment.

I am confident that PARCC will continue its bold efforts to create the next generation of assessment systems that will more accurately measure what students know and are able to do. If you need any assistance or have any questions, please do not hesitate to contact Jessica McKinney at (202) 401-1960 or Jessica.McKinney@ed.gov.

Sincerely,

/s/

Anthony W. Miller
Acting Assistant Deputy Secretary, Implementation and Support Unit

cc: John Winn, Florida Department of Education
Mitchell Chester, Massachusetts Department of Education
Michael Cohen, Achieve
Kris Ellington, Florida Department of Education
Linda Champion, Florida Department of Education
Laura Slover, Achieve



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE DEPUTY SECRETARY

September 16, 2011

The Honorable Rick Scott
Executive Office of the Governor
PL05, The Capitol
400 South Monroe Street
Tallahassee, Florida 32399-0001

Dear Governor Scott:

I am writing in response to the amendment request submitted to the U.S. Department of Education (the Department) on August 15, 2011 and updated on August 30, 2011 by the Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC proposed an amendment redirecting \$1.2 million identified for external consultant support in higher education engagement to augment funds available directly to Governing States for the same purposes.

As you know, the Department has the authority to approve an amendment to your plan and budget provided that such a change does not alter the scope or objectives of the approved proposal. On February 28, 2011, the Department sent a letter to you indicating the process that would be used to review any amendment to PARCC's approved plan. To determine whether approval could be granted for this request, the Department has applied the conditions noted in the February 28 letter.

I am pleased to approve your request. Under this amendment, PARCC will increase support for Governing States to effectively and regularly engaging their higher education communities. Support to Governing States for this purpose will increase from \$1.2 million to \$2.4 million (increasing from \$20,000 to \$40,000 per year per Governing State) while preserving \$240,000 to contract with expert consultants in year four of the grant.

It is our understanding that this amendment will not result in a change to PARCC's overall timeline and outcomes, nor will it substantially change the scope of work. As noted in our communication of February 28, 2011, this approval letter will be posted on the Department's website as a public record of the amendment.

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I am confident that PARCC will continue its bold efforts to create the next generation of assessment systems that will more accurately measure what students know and are able to do. If you need any assistance or have any questions, please do not hesitate to contact Jessica McKinney at (202) 401-1960 or Jessica.McKinney@ed.gov.

Sincerely,

/s/

Anthony W. Miller
Acting Assistant Deputy Secretary, Implementation and
Support Unit

cc: Gerald Robinson, Florida Department of Education
Mitchell Chester, Massachusetts Department of Education
Michael Cohen, Achieve
Kris Ellington, Florida Department of Education
Linda Champion, Florida Department of Education
Laura Slover, Achieve



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE DEPUTY SECRETARY

December 15, 2011

The Honorable Rick Scott
Executive Office of the Governor
PL05, The Capitol
400 South Monroe Street
Tallahassee, Florida 32399-0001

Dear Governor Scott:

I am writing in response to the amendment request submitted to the U.S. Department of Education (the Department) on September 26, 2011, and supplemental information submitted on December 2, 2011, by the Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC proposed an amendment modifying its assessment design and clarifying its approach to high school mathematics assessment.

As you know, the Department has the authority to approve an amendment to your plan and budget provided that such a change does not alter the scope or objectives of the approved grant project. On February 28, 2011, the Department sent you a letter indicating the review process for any amendment to PARCC's approved plan. In determining whether to approve this request, the Department has applied the conditions noted in the February 28 letter.

Through this amendment request, PARCC proposes to refine the description of the components in its assessment system. This proposal states that PARCC will develop a summative assessment comprised of a computer-based, end-of-year assessment component and a performance-based assessment component that will be combined for a summative score, similar to two of the components proposed in its initial application. In lieu of also including results from two additional "through-course" assessment components administered early in the school year in the summative score, as outlined in the approved application, this amendment proposes developing diagnostic and interim components. The diagnostic and interim components would be optional for states and districts and would not count toward summative scores. The assessment of speaking and listening would still be required, but, unlike in the initial application, it would not be connected to the English language arts performance task component. Additionally, through this amendment, the consortium clarified that it will build high school mathematics assessments for both course-based (Algebra I, Geometry, and Algebra II) and integrated (Math I, Math II, Math III) sequences for students in high school. States will have the option of choosing either sequence, but all three assessments in a sequence will be required of member states.

PARCC proposed this amendment in order to address three concerns from its member states. Those states raised questions about the cost of assessment in a strained fiscal environment; the potential that the required three summative through-course assessments could unintentionally dictate the scope and sequence of the curriculum and limit local curricular flexibility; and the potential that multiple required

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summative through-course assessments would disrupt the instructional program too frequently. The consortium described its proposal as responsive to these concerns while also faithful to the intent of its initial application. PARCC indicated that this amendment will not result in a change to its overall budget and outcomes, nor will it substantially change the scope of work.

This request is conditionally approved. To receive full approval, the consortium will provide by January 6, 2012:

1. The evidence (such as results of research/simulations) used to inform decisions about the summative assessment design; and
2. A detailed work plan for finalizing the PARCC summative assessment design. The plan should include the specific tasks, responsible person(s), and the full process and detailed timeline (to the one month level), identifying decision-making authority and project management authority for each decision point/task, and including a date by which the overall determination must be finalized.

If PARCC does not fulfill the conditions specified above, the Department may take appropriate enforcement action.

Regarding the consortium's decision to create two possible mathematics sequences for high school students, the Department notes that the consortium must develop such assessments consistent with the eligibility requirements of the program. Included in those eligibility requirements and in the memoranda of understanding states signed to join the consortium is the requirement that PARCC states adopt common achievement standards no later than the 2014-2015 school year. As defined in the NIA, those achievement standards must indicate that students are college- and career-ready or on track to being college- and career-ready.

I am confident that PARCC will continue its bold efforts to create the next generation of assessment systems that will more accurately measure what students know and are able to do. As noted in our communication of February 28, 2011, this letter will be posted on the Department's website as a public record of the amendment proposal and consideration. If you need any assistance or have any questions, please do not hesitate to contact Jessica McKinney at (202) 401-1960 or Jessica.McKinney@ed.gov.

Sincerely,

//s//

Anthony W. Miller
Acting Assistant Deputy Secretary
Implementation and Support Unit

cc: Gerard Robinson, Florida Department of Education
Mitchell Chester, Massachusetts Department of Elementary and Secondary Education
Michael Cohen, Achieve
Kris Ellington, Florida Department of Education
Linda Champion, Florida Department of Education
Laura Slover, Achieve



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY

February 9, 2012

The Honorable Rick Scott
Executive Office of the Governor
PL05, The Capitol
400 South Monroe Street
Tallahassee, Florida 32399-0001

Dear Governor Scott:

I am writing with regards to the documentation that the Partnership for Assessment of Readiness for College and Careers (PARCC) submitted on January 13, 2012, in response to the U.S. Department of Education's December 15, 2011, conditional approval of PARCC's request to modify the assessment design articulated in its approved Race to the Top Assessment application. In particular, in responding to the conditions, PARCC submitted the data from simulations it commissioned regarding measuring student achievement across the performance spectrum and provided a statement that the Governing Board used that evidence to make final decisions regarding PARCC assessment design at the Governing Board meeting on December 16, 2011. Based on the documentation submitted, PARCC has satisfied the conditions noted in the letter sent on December 15.

As stated in my letter on December 15, it is our understanding that PARCC will still accomplish within the grant period all of the activities and deliverables articulated in its approved application. Further, PARCC has indicated that this amendment will neither result in a change in PARCC's Race to the Top Assessment goals nor substantially change the scope of work from its approved application.

It was our pleasure to meet with PARCC leaders for our annual stocktake on January 30. Per that meeting and other communications, we look forward to seeing PARCC's detailed workplans by the end of February. If you need any assistance or have any questions, please do not hesitate to contact Jessica McKinney at (202) 401-1960 or Jessica.McKinney@ed.gov.

Sincerely,

/s/

Anthony W. Miller
Acting Assistant Deputy Secretary
Implementation and Support Unit

cc: Gerard Robinson, Florida Department of Education
Mitchell Chester, Massachusetts Department of Elementary and Secondary Education
Michael Cohen, Achieve
Kris Ellington, Florida Department of Education
Linda Champion, Florida Department of Education
Laura Slover, Achieve

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE DEPUTY SECRETARY

June 17, 2013

The Honorable Rick Scott
Executive Office of the Governor
PL05, The Capitol
400 South Monroe Street
Tallahassee, Florida 32399-0001

Dear Governor Scott:

I am writing in response to the amendment request submitted to the U.S. Department of Education (the Department) on June 11, 2013, by the Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC proposed an amendment requesting a no cost extension of the grant period for the purpose of completing three non-summative assessment components of the approved project and selected research studies requiring data that will not be available until a few months before the grant period ends.

As you know, the Department has the authority to approve an amendment to your plan and budget provided that such a change does not alter the scope or objectives of the approved grant project. The Department's February 28, 2011, letter establishes the review process for any amendment to PARCC's approved plan. In determining whether to approve this request, the Department has applied the conditions noted in the February 28 letter.

Through this amendment request, PARCC proposes to extend the development period for the diagnostic, formative, and speaking and listening assessment components. Accordingly, these components would not be operational for state use until the 2015-2016 school year.

PARCC proposed this amendment in order to address challenges regarding state and national content experts having sufficient time to complete all facets of this work during the grant period, given that these experts are needed for both the summative and non-summative assessment development. The consortium reports that this change will permit PARCC to better coordinate the development of the summative and non-summative assessment components to minimize the time that the development work overlaps. PARCC reports that capacity constraints at both the state and contractor levels limit the consortium's ability to simultaneously develop and review summative and non-summative assessment items and that this change will permit the consortium to stagger summative and non-summative development work to develop all components with high quality.

In addition, the consortium is requesting an amendment to adjust its approach on its optional K-2 formative tools by refocusing on grades K-1 and developing exemplar items and tasks that will provide resources to educators and states doing related work. Because of the previously approved amendment to develop diagnostic assessments, which will be available for grade 2, PARCC does not believe the grade 2 formative exemplar items and tasks are necessary. It is the Department's understanding that PARCC's summative assessments in the English language arts and mathematics as well as the optional mid-year interim assessments are still being designed and developed for grades 3-8 and high school as planned and will be available and operational in the 2014-2015 school year. Furthermore, PARCC has stated that the assessment professional development modules, and the Partnership Resource Center

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will be available in time for the 2014-2015 school year. PARCC's change to the K-1 formative tools, in addition to cost savings realized through technology and the revised timing of development, will reduce PARCC's overall budget for the non-summative assessment components. The Department anticipates receiving an additional amendment request detailing how these funds will be directed.

Through this amendment request, the consortium is clarifying when it will complete several of the research projects outlined in its proposal. Some of its research projects depend upon data from the field test, which will not be available until summer 2014. Therefore, the no cost extension allows PARCC to use the best available data to inform continued assessment development work.

The Department **conditionally approves this amendment**, including the request for the extension of the grant period. During the first two years of the grant, PARCC experienced delays with procuring the services necessary to support the assessment system and challenges with project management and summative assessment development. As a result, the Department approves this change, in which the consortium is prioritizing its work to develop the summative assessments and taking advantage of a no cost extension to develop the three non-summative assessment components for the 2015-2016 school year, conditional on the consortium's development and implementation of a revised, comprehensive project management and procurement plan.

To receive full approval, PARCC must, by July 31, 2013, formally submit a revised, comprehensive budget and sufficiently detailed overall project plan. With that submission, PARCC must provide justification for the changes from the approved budget and plan, including the use of the funds saved with this change to the three non-summative components. The Department received a draft project plan on May 31, 2013, but an amendment request with additional detail and justification is necessary for the Department to fully analyze the proposed changes.

As part of the regular program review process, PARCC will continue to provide a monthly update on its progress against project deadlines, including any delays and mitigation strategies.

The original grant period ends on September 26, 2014. The Department is hereby approving a one year no cost extension for certain non-summative assessment components and selected research projects. The project period for this work will therefore extend through August 1, 2015. It is our understanding that this amendment and no cost extension will not result in a change to PARCC's performance measures and outcomes, nor will they substantially change the scope and objectives of the work. Please note that we are expecting grantees to liquidate all funds by September 1, 2015, given that by law all Race to the Top Assessment funds revert to the U.S. Department of Treasury as of October 1, 2015. The Department is not awarding any additional funds through this amendment approval. The consortium must request and receive approval to move forward with no cost extensions for any additional projects.

The grantee remains responsible for complying with all terms and conditions of the grant award and with all statutory and regulatory obligations.

As noted in our communication of February 28, 2011, this letter will be posted on the Department's website as a public record of the amendment proposal and consideration. If you need any assistance or have any questions, please do not hesitate to contact Jessica McKinney at (202) 401-1960 or Jessica.McKinney@ed.gov.

Sincerely,

//s//

Ann Whalen
Director, Policy and Program Implementation
Implementation and Support Unit

page 3

cc: Tony Bennett, Florida Department of Education
Mitchell Chester, Massachusetts Department of Elementary and Secondary Education
Michael Cohen, Achieve, Inc.
Linda Champion, Florida Department of Education
Laura Slover, Achieve, Inc.
James Mason, Mississippi Department of Education
Mary Ann Snider, Rhode Island Department of Education

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE DEPUTY SECRETARY

July 25, 2013

The Honorable Rick Scott
Executive Office of the Governor
PL05, The Capitol
400 South Monroe Street
Tallahassee, Florida 32399-0001

Dear Governor Scott:

I am writing in response to the amendment request submitted to the U.S. Department of Education (the Department) on July 15, 2013 as updated by technical corrections submitted on July 22, 2013, by the Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC proposed an amendment to support member state sustainability work through coordination by a non-profit organization, PARCC, Inc., composed of the member states.

As you know, the Department has the authority to approve an amendment to your plan and budget provided that such a change does not alter the scope or objectives of the approved grant project. The Department's February 28, 2011, letter establishes the review process for any amendment to PARCC's approved plan. In determining whether to approve this request, the Department has applied the conditions noted in the February 28 letter.

In January 2013, PARCC states established a non-profit organization called PARCC, Inc. to allow the states to continue coordination work and plan for consortium sustainability. Through this amendment request, PARCC proposes redirecting \$3.7 million to financial management, human resources, legal services, sustainability planning, and transition planning related to PARCC, Inc. in service of PARCC member states. PARCC proposed this amendment in order to strengthen governance and project management capacity during the remainder of the grant period and to allow those states to determine a method for long-term sustainability of the assessment development begun with these grant funds. Continuing to develop the mechanisms the consortium will utilize is an essential part of successful completion of the grant work. The consortium anticipates that supplementing this sustainability work now will allow PARCC states enough time thoughtfully to consider the best ways for them to continue to work together following the grant period to accomplish such ongoing activities as standard setting, research demonstrating the validity and reliability of the assessment system, ongoing assessment development to replenish the item bank, and other activities the states determine they want to undertake together.

PARCC indicated that the efforts outlined in this amendment proposal will be implemented through a memorandum of agreement (MOA) between Florida, the fiscal agent for the grant, and PARCC, Inc. Florida will continue to work with PARCC, Inc. through the implementation and execution of work according to the terms of the MOA.

The Department *approves* this amendment. During the first two years of the grant, PARCC experienced challenges with governance and project management necessary to support the assessment system development. As a result, the Department approves this change, in which the consortium is expanding

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its current and future focus on providing a sustainable structure through which PARCC states may support ongoing efforts while planning for operational use of the assessment system developed under this grant. This plan is designed to provide the resources necessary for the consortium to think strategically and over the long term.

Florida, as the fiscal agent for the grant, remains responsible for ensuring that all activity related to the grant is done in accordance with all terms and conditions of the grant award and with all statutory and regulatory obligations. It is the Department's understanding that this amendment will not result in a change to PARCC's performance measures and outcomes, nor will it substantially change the scope and objectives of the work.

As noted in our communication of February 28, 2011, this letter will be posted on the Department's website as a public record of the amendment proposal and consideration. If you need any assistance or have any questions, please do not hesitate to contact Jessica McKinney at (202) 401-1960 or Jessica.McKinney@ed.gov.

Sincerely,

//s//

Ann Whalen
Director, Policy and Program Implementation
Implementation and Support Unit

cc: Tony Bennett, Florida Department of Education
Mitchell Chester, Massachusetts Department of Elementary and Secondary Education
Michael Cohen, Achieve
Linda Champion, Florida Department of Education
Laura Slover, Achieve
James Mason, Mississippi Department of Education
Mary Ann Snider, Rhode Island Department of Education
Vincent Verges, Florida Department of Education



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE DEPUTY SECRETARY

August 21, 2013

The Honorable Rick Scott
Executive Office of the Governor
PL05, The Capitol
400 South Monroe Street
Tallahassee, Florida 32399-0001

Dear Governor Scott:

I am writing in response to the amendment request submitted to the U.S. Department of Education (the Department) on August 2, 2013, by the Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC proposed an amendment to update the budget and work plan to reflect actual expenditures and actions completed during the first three years of the grant and for the remainder of the grant period. Submission of this project plan and budget satisfies the conditions placed on the June 17, 2013, approval of the amendment requesting a no cost extension for the specific purposes of developing diagnostic, formative, and speaking and listening assessments and completing some of the consortium's planned research projects for which the consortium will require data resulting from the spring 2014 field test.

As you know, the Department has the authority to approve an amendment to your plan and budget provided that such a change does not alter the scope or objectives of the approved grant project. The Department's February 28, 2011, letter establishes the review process for any amendment to PARCC's approved plan. In determining whether to approve this request, the Department has applied the conditions noted in the February 28 letter.

Through the amendment submitted on August 2, 2013 ("budget and work plan amendment"), the consortium proposes numerous adjustments that reflect lower-than-anticipated spending and revised timelines in the first three years of the grant. For example, fewer States than anticipated took advantage of available funds to support Governing States; the consortium proposes using those resources to provide stipends to item reviewers (\$879,810) and Educator Leader Cadre members (\$768,000) and to further support item development (\$2.3 million). PARCC requests to reallocate approximately \$1 million from General Assembly meetings to further support item development. The consortium also realized substantial cost savings from lower-than-anticipated higher education travel, as well as joint meetings between the Advisory Committee on College Readiness and the K-12 Governing Board. PARCC proposes reducing its budget for Transition and Implementation Institutes by nearly \$3 million. As described in this budget and work plan amendment request, the consortium would direct these additional funds to assessment design and development and technology to ensure that all

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assessment items are available in a high-quality manner and on time, including providing necessary "embedded supports" in the assessment system to improve its accessibility and for stipends for content experts to join technical working groups (\$180,000). PARCC also proposes using some assessment design and development funds to rent the technology platform for the field test in the 2013-2014 school year, instead of using its own open-source platform, in addition to contracting for the development of an open-source platform for future administrations of the assessments.

PARCC proposes reducing the budget for research and evaluation by \$3.8 million. The consortium identifies several research projects which are no longer relevant or are relevant but require data that will not be available during the grant period. Accordingly, PARCC proposes carrying out several studies after the grant period when such data are available. Through this amendment, PARCC also requests permission to redirect its focus away from such tools as model instructional units and college-ready tools, which are currently being developed by States and can be shared among them. In this budget and work plan amendment, the consortium identified and proposed using \$300,000 to facilitate coordination across States for such efforts. The consortium also proposes narrowing the range of professional development modules it will produce to focus on those related to assessment administration, while allowing States to take the lead in such areas as data analysis. Similarly, this budget and work plan amendment proposes reducing the number of Technical Issues and Policy meetings (TIPs) and redirecting the funds saved (approximately \$350,000) to the Educator Leader Cadre efforts that convene groups of educators from each State for training in PARCC assessments, tools, and resources. The consortium also proposes using cost savings realized from below-expected TIP travel costs for item development (approximately \$362,000). The consortium proposes revising the technology budget module to redirect funds previously identified for the text complexity diagnostic tool and related technology to the diagnostic assessment and the speaking and listening components. Finally, the consortium proposed increasing funding for the project management partner.

The Department conditionally approves this amendment. The Department appreciates PARCC addressing and prioritizing milestones critical to the overall success of the project. Moving forward, the work plan and budget will serve as the basis for evaluating PARCC's progress. However, the revisions and updates demonstrate that the consortium has taken longer than planned to complete some aspects of the assessment system. One such aspect is PARCC's plan to procure its own open-source technology components. Since the technology platform will serve the consortium in future years, it is critical to ensure that the development process receives the time and attention it needs. Accordingly, it will be most beneficial to both the Department and the States for the consortium to spend additional time on this effort. Additionally, the proposed budget changes result in a significant amount of funds being used during year four of the grant. The Department urges the consortium to create capacity to pay particular attention to careful and expedient contracting and financial management.

Therefore, the Department approves this amendment conditional on the following:

- (1) PARCC will submit, by September 30, 2013, a high-quality request for a no cost extension for the technology components it plans to procure. Such a request will include consideration of the implications of the request on other aspects of the assessment system.
- (2) Provide a financial, procurement, and contracting staffing plan as well as a plan to ensure high-quality communication with vendors.

Florida, as the fiscal agent for the grant, remains responsible for ensuring that all activity related to the grant is done in accordance with all terms and conditions of the grant award and with all statutory and regulatory obligations. It is the Department's understanding that this amendment will not result in a change to PARCC's performance measures and outcomes, nor will it substantially change the scope and objectives of the work.

As noted in our communication of February 28, 2011, this letter will be posted on the Department's website as a public record of the amendment proposal and consideration. If you need any assistance or have any questions, please do not hesitate to contact Jessica McKinney at (202) 401-1960 or Jessica.McKinney@ed.gov.

Sincerely,

//s//

Ann Whalen
Director, Policy and Program Implementation
Implementation and Support Unit

cc: Pam Stewart, Florida Department of Education
Mitchell Chester, Massachusetts Department of Elementary and Secondary Education
Michael Cohen, Achieve
Linda Champion, Florida Department of Education
Laura Slover, Achieve
James Mason, Mississippi Department of Education
Mary Ann Snider, Rhode Island Department of Education
Vincent Verges, Florida Department of Education

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE DEPUTY SECRETARY

September 9, 2013

The Honorable Rick Scott
Executive Office of the Governor
PL05, The Capitol
400 South Monroe Street
Tallahassee, Florida 32399-0001

Dear Governor Scott:

I am writing in response to the amendment request submitted to the U.S. Department of Education (the Department) on September 6, 2013, by the Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC proposed an amendment requesting a no-cost extension of the grant period for the purpose of completing development of technology components, including assessment administration, scoring and reporting, and shared technology services.

As you know, the Department has the authority to approve an amendment to your plan and budget provided that such a change does not alter the scope or objectives of the approved grant project. The Department's February 28, 2011, letter establishes the review process for any amendment to PARCC's approved plan. In determining whether to approve this request, the Department has applied the conditions noted in the February 28 letter.

Through this amendment request, PARCC proposes to extend the development period for the custom PARCC-designed technology components that will help the States continue to develop, administer, deliver, score, and report assessments. These systems will support both summative and non-summative (i.e., diagnostic, formative, and mid-year) assessments and will be fully modular and interoperable. PARCC will phase the technology development. Accordingly, the reporting services will be available in fall 2014; the item bank, delivery platform, and shared services will be available for non-summative assessment field testing in winter/spring 2015; and full operational use for all modules will begin in the 2015-2016 school year. PARCC has stated that the assessment professional development modules, and the Partnership Resource Center will be available in time for the 2014-2015 school year; they are not included in this no-cost extension request. The consortium has developed plans that will provide for the temporary use of assessment development and administration platforms in the intervening time period. PARCC proposed this amendment in order to address timing challenges regarding technology procurement and development. By extending the development timeline, PARCC will ensure that it maximizes value, reliability, and quality of the resulting products.

The Department approves this amendment requesting an extension of the grant period for the purpose of technology infrastructure development. Extending the available time for this development work will ensure that the States get the best value for the funds allocated. It will also increase time available to test the system and to prepare for implementing full operational use of these systems in the 2015-2016 school year.

The original grant period ends on September 26, 2014. The Department is hereby approving a one-year no-cost extension for the development of assessment development, administration, and scoring/reporting technology infrastructure. The project period for this work will therefore extend through August 1, 2015.

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page 2

It is our understanding that this amendment and no-cost extension will not result in a change to PARCC's performance measures and outcomes, nor will they substantially change the scope and objectives of the work. Please note that we expect grantees to liquidate all funds by September 1, 2015, given that, by law, all Race to the Top Assessment funds revert to the U.S. Department of Treasury as of October 1, 2015. The Department is not awarding any additional funds through this amendment approval. The consortium must request and receive approval to move forward with no-cost extensions for any additional projects.

The grantee remains responsible for complying with all terms and conditions of the grant award and with all statutory and regulatory obligations. Florida, as the fiscal agent for the grant, remains responsible for ensuring that all activity related to the grant is done in accordance with all terms and conditions of the grant award and with all statutory and regulatory obligations.

As noted in our communication of February 28, 2011, this letter will be posted on the Department's website as a public record of the amendment proposal and consideration. If you need any assistance or have any questions, please do not hesitate to contact Jessica McKinney at (202) 401-1960 or Jessica.McKinney@ed.gov.

Sincerely,

/s/

Ann Whalen
Director, Policy and Program Implementation
Implementation and Support Unit

cc: Pam Stewart, Florida Department of Education
Mitchell Chester, Massachusetts Department of Elementary and Secondary Education
Michael Cohen, Achieve, Inc.
Linda Champion, Florida Department of Education
Laura Slover, Achieve, Inc.
James Mason, Mississippi Department of Education
Mary Ann Snider, Rhode Island Department of Education
Martha Asbury, Florida Department of Education



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE DEPUTY SECRETARY

July 25, 2014

The Honorable Martin O'Malley
Office of the Governor
100 State Circle
Annapolis, Maryland 21401

Dear Governor O'Malley:

I am writing in response to the amendment request submitted to the U.S. Department of Education (the Department) on July 15, 2014, by the Partnership for Assessment of Readiness for College and Careers (PARCC), and the technical corrections submitted on July 25, 2014. PARCC proposed an amendment requesting a no-cost extension of the grant period for the purpose of finalizing assessment development technology services, educator resources, and consortium coordination. In addition, PARCC requested several adjustments to the budgets for various projects.

As you know, the Department has the authority to approve an amendment to your plan and budget provided that such a change does not alter the scope or objectives of the approved grant project. The Department's February 28, 2011, letter establishes the review process for any amendment to PARCC's approved plan. In determining whether to approve this request, the Department has applied the conditions noted in the February 28 letter.

Through this amendment request, PARCC proposes to extend the development period for the final portion of grant-funded assessment items through April 2015. The consortium also requests to extend the technology portion of the project through August 1, 2015 in order to implement technology support and verification processes. PARCC will continue coordination efforts across States and will hold additional convenings for both elementary and secondary education leaders and higher education leaders. By extending the development timeline, PARCC will ensure that it maximizes value, reliability, and quality of the resulting products.

The consortium proposed changes to its budget. In several cases, particularly regarding research and evaluation, the major cause of proposed budget adjustments was to reflect a single contract in only one budget module, as opposed to identifying in a single contract costs relevant to multiple budget modules. In addition, the consortium realized cost savings related to travel and meetings in several project areas.

The Department approves this amendment requesting an extension of the grant period for the purpose of finalizing assessment development, technology efforts, educator resources, and consortium coordination through August 1, 2015.

It is our understanding that this amendment and no-cost extension will not result in a change to PARCC's performance measures and outcomes, nor will they substantially change the scope and objectives of the work. Please note that we expect grantees to liquidate all funds by September 1, 2015, given that, by law, all Race to the Top Assessment funds revert to the U.S. Department of Treasury as of October 1, 2015. The Department is not awarding any additional funds through this amendment approval. The consortium must request and receive approval to move forward with no-cost extensions for any additional projects.

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The grantee remains responsible for complying with all terms and conditions of the grant award and with all statutory and regulatory obligations. Florida, as the fiscal agent for the grant, remains responsible for ensuring that all activity related to the grant is done in accordance with all terms and conditions of the grant award and with all statutory and regulatory obligations.

As noted in our communication of February 28, 2011, this letter will be posted on the Department's website as a public record of the amendment proposal and consideration. If you need any assistance or have any questions, please do not hesitate to contact Jessica McKinney at (202) 401-1960 or Jessica.McKinney@ed.gov.

Sincerely,

/s/

Ann Whalen
Director, Policy and Program Implementation
Implementation and Support Unit

cc: Lillian Lowery, Maryland Department of Education
Mitchell Chester, Massachusetts Department of Elementary and Secondary Education
Laura Slover, PARCC, Inc.
James Mason, Mississippi Department of Education
Mary Ann Snider, Rhode Island Department of Education
Kristy Michel, Maryland Department of Education
Tilda Johnson, Maryland Department of Education



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE DEPUTY SECRETARY

October 3, 2014

The Honorable Martin O'Malley
Office of the Governor
100 State Circle
Annapolis, Maryland 21401

Dear Governor O'Malley:

I am writing in response to the amendment request submitted to the U.S. Department of Education (the Department) on September 23, 2014, by the Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC proposed an amendment requesting minor budget adjustments to several projects already approved for a no-cost extension.

As you know, the Department has the authority to approve an amendment to your plan and budget provided that such a change does not alter the scope or objectives of the approved grant project. The Department's February 28, 2011, letter establishes the review process for any amendment to PARCC's approved plan. In determining whether to approve this request, the Department has applied the conditions noted in the February 28 letter.

Through this amendment request, PARCC proposes minor changes in the areas of Assessment Development, Educator Leader Cadres, K-2 Formative Tools, and Project Management, generally requesting to use small amounts of funds identified for year 4 in the no-cost extension period. The consortium requests reallocation of \$44,000 from Governance year 4 to Project Management in the no-cost extension period. By realigning these budgets, PARCC will ensure that it maximizes value, reliability, and quality of the resulting work.

The Department **approves this amendment** requesting budget adjustments during the no-cost extension period for the purpose of finalizing assessment development, Educator Leader Cadre work, K-2 formative tools, and project management through August 1, 2015.

It is our understanding that this amendment and no-cost extension will not result in a change to PARCC's performance measures and outcomes, nor will they substantially change the scope and objectives of the work. Please note that we expect grantees to liquidate all funds by September 1, 2015, given that, by law, all Race to the Top Assessment funds revert to the U.S. Department of Treasury as of October 1, 2015. The Department is not awarding any additional funds through this amendment approval. The consortium must request and receive approval to move forward with no-cost extensions for any additional projects.

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The grantee remains responsible for complying with all terms and conditions of the grant award and with all statutory and regulatory obligations. Florida, as the fiscal agent for the grant, remains responsible for ensuring that all activity related to the grant is done in accordance with all terms and conditions of the grant award and with all statutory and regulatory obligations.

As noted in our communication of February 28, 2011, this letter will be posted on the Department's website as a public record of the amendment proposal and consideration. If you need any assistance or have any questions, please do not hesitate to contact Jessica McKinney at (202) 401-1960 or Jessica.McKinney@ed.gov.

Sincerely,

/s/

Patrick Rooney
Acting Director, Policy and Program Implementation
Implementation and Support Unit

cc: Lillian Lowery, Maryland Department of Education
Mitchell Chester, Massachusetts Department of Elementary and Secondary Education
Laura Slover, PARCC, Inc.
Mary Ann Snider, Rhode Island Department of Education
Kristy Michel, Maryland Department of Education
Tilda Johnson, Maryland Department of Education
Doug Strader, Maryland Department of Education



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

February 12, 2015

The Honorable Larry Hogan
Office of the Governor
100 State Circle
Annapolis, MD 21401

Dear Governor Hogan:

I am writing in response to the amendment request submitted to the U.S. Department of Education (ED) on January 15, 2015, by the Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC proposed an amendment requesting to reallocate up to \$3,157,860 to pay for technology warranties.

ED has the authority to approve an amendment to your plan and budget provided that such a change does not alter the scope or objectives of the approved grant project. ED's February 28, 2011 letter establishes the review process for any amendment to PARCC's approved plan. In determining whether to approve this request, ED has applied the conditions noted in the February 28 letter. Through this amendment request, PARCC proposes reallocating funds previously identified for, but not included in contracts for, assessment design and development. The consortium requests permission to apply these funds to the technology budget to add warranties to three existing technology contracts. These warranties would provide for updates, configuration, and quality control as needed. By realigning these budgets, PARCC will ensure that it maximizes value, reliability, quality, and sustainability of the systems.

ED approves this amendment request related to the no cost extension period through August 1, 2015. Upon final contract negotiation, PARCC must update its overall budget to demonstrate how any funds of the up to \$3,157,860 not applied to warranties will be used, if that becomes the case. It is our understanding that this amendment will not result in a change to PARCC's performance measures and outcomes, nor will it substantially change the scope and objectives of the work. Please note that we expect grantees to liquidate all funds by September 1, 2015, given that, by law, all Race to the Top Assessment funds revert to the U.S. Department of Treasury as of October 1, 2015. ED is not awarding any additional funds through this amendment approval.

The grantee remains responsible for complying with all terms and conditions of the grant award and with all statutory and regulatory obligations. Maryland, as the fiscal agent for the grant, remains responsible for ensuring that all activity related to the grant is done in accordance with all terms and conditions of the grant award and with all statutory and regulatory obligations.

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As noted in our communication of February 28, 2011, this letter will be posted on ED's website as a public record of the amendment proposal and consideration. If you need any assistance or have any questions, please do not hesitate to contact Jessica McKinney at (202) 401-1960 or jessica.mckinney@ed.gov.

Sincerely,

/s/

Deborah S. Delisle
Assistant Secretary

cc: Lillian Lowery, Maryland Department of Education
Mitchell Chester, Massachusetts Department of Elementary and Secondary Education
Laura Slover, PARCC, Inc.
Mary Ann Snider, Rhode Island Department of Education
Kristy Michel, Maryland Department of Education
Tilda Johnson, Maryland Department of Education
Doug Strader, Maryland Department of Education



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

April 6, 2015

The Honorable Larry Hogan
Office of the Governor
100 State Circle
Annapolis, MD 21401

Dear Governor Hogan:

I am writing in response to the amendment request submitted to the U.S. Department of Education (ED) on February 6, 2015, and updated on March 16, 2015, by the Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC proposed an amendment totaling \$416,272 reflecting changes in the budgets for certain studies and external experts.

ED has the authority to approve an amendment to your plan and budget provided that such a change does not alter the scope or objectives of the approved grant project. ED's February 28, 2011, letter establishes the review process for any amendment to PARCC's approved plan. In determining whether to approve this request, ED has applied the conditions noted in the February 28 letter. Through this amendment request, PARCC proposes reallocating funds previously identified due to a lower-than-anticipated final cost of a cognitive complexity study and elimination of a content alignment study as a result of other similar research currently ongoing by another entity. The consortium requests permission to apply these funds to the achievement standard-setting preparation and to support from external experts to ensure continuous improvement. PARCC is maintaining all such funds in the research and psychometrics budget module, shifting them among projects within that budget.

ED approves this amendment request related to the no cost extension period through August 1, 2015. It is ED's understanding that this amendment will not result in a change to PARCC's performance measures and outcomes, nor will it substantially change the scope and objectives of the work. Please note that ED expects grantees to liquidate all funds by September 1, 2015, given that, by law, all Race to the Top Assessment funds revert to the U.S. Department of Treasury as of October 1, 2015. ED is not awarding any additional funds through this amendment approval.

The grantee remains responsible for complying with all terms and conditions of the grant award and with all statutory and regulatory obligations. Maryland, as the fiscal agent for the grant, remains responsible for ensuring that all activity related to the grant is done in accordance with all terms and conditions of the grant award and with all statutory and regulatory obligations. Please note that approval of this amendment, including the projects identified, does not constitute approval of the assessment system. Each State assessment system will be required to demonstrate compliance with ED's peer review process for State assessments. More information about that process will be forthcoming later this year.

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

As noted in our communication of February 28, 2011, this letter will be posted on ED's website as a public record of the amendment proposal and consideration. If you need any assistance or have any questions, please do not hesitate to contact Jessica McKinney of my staff at (202) 401-1960 or at: Jessica.McKinney@ed.gov.

Sincerely,

/s/

Deborah S. Delisle
Assistant Secretary

cc: Lillian Lowery, Maryland Department of Education
Mitchell Chester, Massachusetts Department of Elementary and Secondary Education
Laura Slover, PARCC, Inc.
Mary Ann Snider, Rhode Island Department of Education
Kristy Michel, Maryland Department of Education
Tilda Johnson, Maryland Department of Education
Doug Strader, Maryland Department of Education

Stanford SOCIAL INNOVATION REVIEW

Informing and inspiring leaders of social change

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Education

Competing Principles*

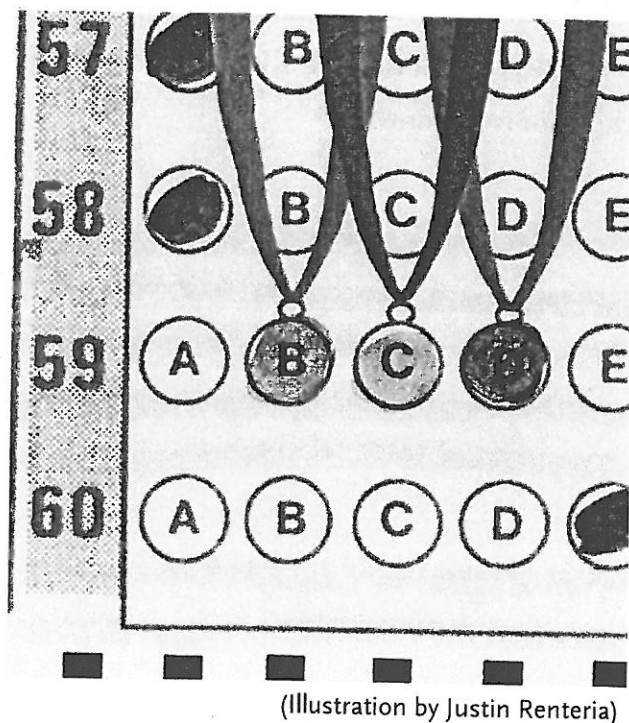
Race to the Top, a \$4 billion US education reform effort, produced valuable lessons on designing a competition-based program.

Joanne Weiss is an independent education consultant.

By Joanne Weiss | Fall 2015

She was formerly director of the Race to the Top program and also served as chief of staff to US Secretary of Education Arne Duncan.

In 2009, the US Department of Education (<http://www.ed.gov/>) unveiled Race to the Top (<http://www2.ed.gov/programs/racetothetop/index.html>), a competition-based initiative that leveraged funding that Congress had appropriated as part of the American Recovery and Reinvestment Act (<http://www.google.com/url?>



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(ARRA). The goal of Race to the Top was to identify and support the states that only had

the means to implement the program, but were also in a strong position to lead

the competition required each state to submit a plan that was both ambitious and

simple. The plan had to be a simple theory

By empowering states to lead

, the federal government would elicit broadly applicable lessons on how to scale up effective

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ing that are applicable not only in education while the "fluff" has been conveniently and completely ERADICATED!

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At the outset, we did not know whether the Race to the Top program would be successful. The competition took place during a time of profound budgetary challenge for state governments, so the large pot of funding that we had to offer was a significant inducement for states to compete. But the appropriation for ARRA included nearly \$100 billion for another program that benefited the education sector, the State Fiscal Stabilization Fund (SFSF). That sum dwarfed the allocation for Race to the Top. What's more, every state automatically received SFSF funding on a pro-rata basis, whereas our program required states to write and submit detailed applications. When designing Race to the Top, we hoped that at least

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Even as we were clear about the outcomes that Race to the Top sought to promote,

we aimed to provide enough clarity to ensure that applicants
and reviewers would have a shared understanding of competition criteria.

Our commitment to being systemic in scope and clear about expectations,

was a key strength of the initiative.

which included subcriteria: High-stakes

whole, though, our approach led to positive results. In applying for

participating states developed a statewide blueprint for improving education, something

they had previously lacked. For many stakeholders, moreover, the process of participating

in their state's reform also helped build their commitment to that plan. In fact,

that did not win the competition

application.

Drive Alignment Throughout the System

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The overall goal of the competition was to promote approaches to education reform that would be coherent, systemic, and statewide. *The HIDDEN bits behind the black bars become visible while the "fluff" has been conveniently and completely ERADICATED!*

[REDACTED]

[REDACTED]

States control many of the main levers in education: They set educational content standards, commission standardized assessments, establish accountability systems, oversee teacher licensing, and provide substantial funding to schools. [REDACTED]

[REDACTED]

[REDACTED] With Race to the Top, we aimed to encourage states and districts to achieve alignment around a shared set of education policies and goals.

To meet that challenge, we required each participating district to execute a binding memorandum of understanding (MOU) with its state. This MOU codified the commitments that the district and the state made to each other. Reviewers judged each district's depth of commitment by the specific terms and conditions in its MOU and by the number of signatories on that document. (Ideally, the superintendent, the school board president, and the leader of the union or teachers' association in each district would all sign the MOU.)

The purpose of the MOU process was to generate serious conversations among state and local education officials about their state's Race to the Top plan. The success of the process varied by state, but over time these MOUs—combined, in some cases, with states' threats to withhold funding from districts—led to difficult but often productive engagement between state education agencies and local

districts.

Encourage Broad Stakeholder Buy-In

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~~_____~~ Our underlying goal was to enable each state to achieve an appropriate blend of executive leadership, union support, and community engagement.

~~_____~~
~~_____~~ Others around the
~~_____~~ marked the line
~~_____~~ To help each state bring all parties to the reform table, we deployed four tools.

First, we forced alignment among the top three education leaders in each participating state—the governor, the chief state school officer, and the president of the state board of education—by requiring each of them to sign their state's Race to the Top application. In doing so, they attested that their office fully supported the state's reform proposal.

Second, we requested (but did not require) the inclusion of signatures by three district officials—the superintendent, the school board president, and the leader of the relevant teachers' union or teachers' association—on each district-level MOU. This approach, among other benefits, gave unions standing in the application process without giving them veto power over it.

Third, we created tangible incentives for states to gain a wide base of community support for their plans. Securing buy-in from multiple stakeholders—business groups, parents' groups, community organizations, and foundations, for example—earned points for a state's application. Having the support of a state's teachers' union earned additional points.

Fourth, as part of the judging process, we required officials from each state that reached the finalist stage to meet in-person with reviewers to present their proposals and answer reviewers' questions. At this meeting, a team that often included the state's governor—as well as union leaders, district

officials, and the state's education chief—made its case to reviewers. We imposed this requirement largely to verify that those in charge of implementing their state's plan were knowledgeable about the plan and fully committed to it. (This was particularly critical in cases where states had used consultants to help draft their application.)

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Promote Change from the Start

One of the most surprising achievements of Race to the Top was its ability to drive significant change before the department awarded a single dollar to applicants. States changed laws related to education policy. They adopted new education standards. They joined national assessment consortia. Three design features spurred this kind of upfront change.

First, we imposed an eligibility requirement. A state could not enter the competition if it had laws on the books that prohibited linking the evaluation of teachers and principals to the performance of their students. Several states changed their laws in order to earn the right to compete.

Second, we decided to award points for accomplishments that occurred before a state had submitted its application. ~~Including the competition~~, we created two types of criteria for states to address. State Reform Conditions criteria applied to actions that a state had completed before filing its application. Reform Plan criteria, by contrast, pertained to steps that a state would take if it won the competition.

The State Reform Conditions criteria accounted for about half of all points that the competition would award. Our goal was to encourage each state to review its legal infrastructure for education and to rationalize that structure in a way that supported its new education agenda. ~~States were required to~~

~~to review, and simplify~~ To our surprise, meanwhile, many states also changed laws to help meet criteria related to their reform plan. ~~They then~~

~~likewise, states were required to~~ ~~update their statutes~~ ~~and~~ ~~principles~~

~~to review, and simplify~~ ~~to review, and simplify~~ ~~to review, and simplify~~ ~~to review, and simplify~~

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Enable Transparency

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From its earliest days, Dragon to the Top received a high level of interest from the press. The HIDDEN bits behind the black bars become visible while the "fluff" has been conveniently and completely ERASED FOR YOU.

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we received a FOIA request. In that spirit, we placed every [redacted]

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_____ was committed and

THE TASK OF FOLLOWING UP

place a high burden on the department. For example, [REDACTED]

~~...sequences that we had not found~~

the quantity of everyone's work produced is the same in part as in the

applications were filed and the [redacted] were helpful and [redacted]

Participants were given a common vocabulary for talking about education. For example,

~~understanding of the~~

~~_____~~

with specific problems.

~~...in a decentralized approach to handling data to the top information manager. We couldn't~~

1. The first part of the document is a list of names and titles, including "The Hon. Mr. Justice" and "The Hon. Mr. Justice".

Education experts provided analyses of competition

data. And researchers will be mining this trove of information for years to come.

Build a Climate of Support

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Three factors helped applicants meet the challenge of entering the competition.

First, stakeholders across the country mobilized to provide support to states. Experts developed roadmaps for applicants to follow. Foundations offered both human and financial capital. Business leaders helped guide strategic planning processes for many states.

Second, we designed the application process in the form of a step-by-step guide that anticipated the problems that states might encounter in formulating their reform initiatives. In particular,

the application process included a series of questions regarding a state's theory of action, its
desired outcomes, and its detailed plan for achieving them.

Third, we engaged in extensive outreach to applicants. We hosted webinars and held all-day in-person sessions in which we walked state officials through each item on the application. We also created a rapid-response system for answering questions that came in from states. Cross-functional teams—teams that included policymakers, lawyers, budget analysts, and program officers, among others—logged and tracked inquiries and worked to answer them quickly, accurately, and in plain English.

Ensure Accountability

The investment that the department made in supporting applicants, coupled with the
that states made in developing applications, reflected a commitment to ensuring the
success of Race to the Top. For the competitive nature of the program inspired some appli-
cations that were over-ambitious. To mitigate over-commitment, we adopted three strategies.

First, we asked applicants to set targets that were "ambitious yet achievable." The mandate to combine

those two qualities, we hoped, would result in a productive tension ~~and lead applicants to~~

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Second, we asked applicants to submit evidence to support their claims. For some criteria, we required very specific forms of evidence. In other cases, the provision of evidence was optional.

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Third, we required each state's attorney general to sign a statement that attested to the accuracy of any information in his or her state's application that pertained to state law. Race to the Top reviewers were in no position to interpret state law, so it was critical to have this check on the accuracy of applicants' claims.

None of these approaches was sufficient to rein in the inclination of applicants to over-promise. Changes to certain federal rules would help solve this problem. Agencies should be able to set aside adequate funding to conduct peer-review processes, and they should receive broad leeway in managing those processes. That way, agencies would have the resources that they need to retain strong reviewers and to undertake thorough reviews of applicants' implementation capacity. In addition, agencies should have the ability—without going through a years-long appeals process—to withhold or withdraw funds from grantees that fail to implement their plans. As long as the threat of losing funds remains weak, applicants will have an incentive to exaggerate first and beg for forgiveness later.

Competitions are an imperfect way to drive change. Yet as our experience with Race to the Top shows, they can serve as a crucible of reform for forward-thinking leaders. A well-designed competition can spur innovation, create a marketplace for new ideas, engage multiple stakeholders in a broad-based reform effort, and create conditions in which rapid change is possible—even in a traditionally change-resistant field. We will not know the full impact of Race to the Top for several more years. Already, though, it has provided important lessons for policymakers.

Joanne Weiss is an independent education consultant. She was formerly director of the Race to the Top program and also served as chief of staff to US Secretary of Education Arne Duncan.

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

DEC 21 2015

The Honorable Mitchell D. Chester
Commissioner
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner Chester:

I am writing regarding the Massachusetts State Board of Education's recent decision to continue to permit local educational agencies (LEAs) in Massachusetts the choice to administer one of two academic assessments during the 2015–2016 school year and the impact of that decision on the State's Title I, Part A grant award under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (ESEA). Specifically, I understand that the State Board approved LEAs to administer assessments in reading/language arts and mathematics in grades 3–8 from either the Massachusetts Comprehensive Assessment System (MCAS) or the Partnership for Assessment of Readiness for College and Careers (PARCC).

I know that we agree that it is critical that States administer a single Statewide assessment in reading/language arts and in mathematics so that educators, students, and parents have clear, consistent feedback about how students are doing. A single Statewide assessment in each subject serves a critical equity purpose, ensuring that all students are being held to the same high standards regardless of their zip code or background. In fact, a single Statewide assessment in reading/language arts and mathematics has been a significant part of the strong, sustained plan in Massachusetts that has made it one of the highest-performing States in the nation. The recently reauthorized version of the ESEA, known as the Every Student Succeeds Act (ESSA), maintains the requirement for each State to administer a single Statewide assessment.

Massachusetts's original ESEA flexibility request in 2011 was approved by the U.S. Department of Education (ED) based, in part, on an assurance that the State would require all of its LEAs to administer the same Statewide academic assessments in reading/language arts and mathematics aligned to the State's college- and career-ready standards to all students in the State no later than the 2014–2015 school year and each year thereafter. For the 2014–2015 school year, contrary to this assurance, Massachusetts permitted LEAs to choose to administer either MCAS or PARCC assessments in grades 3–8. On October 9, 2014, in extending Massachusetts's request for ESEA flexibility through the 2014–2015 school year, ED indicated that such a choice was a violation of section 1111(b)(3)(C)(i) of the ESEA, which requires the State to administer the same assessments to all students. ED indicated that Massachusetts would need to come into compliance by the 2015–2016 school year, and each school year thereafter, through the administration of a single Statewide assessment system. In response, Massachusetts submitted a high-quality plan to administer in the 2015–2016 school year the same assessments to all students in grades 3–8 in reading/language arts and mathematics aligned to the State's college- and career-ready standards.

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<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Section 1111(b)(3)(C)(i) of the ESEA requires the State to administer the same assessments to all students. The State Board's decision on November 17, 2015, appears to make Massachusetts's compliance with this condition unlikely. Therefore, pursuant to the authority in 2 C.F.R. §§ 200.207 and 3474.10, I have determined to place Massachusetts's Title I, Part A award on "high-risk" status immediately.

In order to remove the high-risk status for Title I, Part A, Massachusetts must provide evidence, by May 31, 2016, that it selected and administered the same Statewide assessments in reading/language arts and mathematics to all students in grades 3-8 in the 2015-2016 school year, and the State commits to doing so each year thereafter. If the State fails to administer the same academic assessments in reading/language arts and mathematics to all students in grades 3-8 in the 2015-2016 school year, ED may withhold a portion of the State's Title I, Part A administrative funds, consistent with section 1111(g)(2) of the ESEA.

Massachusetts may request reconsideration of its "high-risk" designation for Title I, Part A by submitting to me in writing, no later than 10 business days from the date of this letter, a detailed description setting forth the basis for its belief that this designation is improper, including the specific facts that support its position. If Massachusetts chooses to request such reconsideration, that request must be submitted via e-mail to me, with a copy to Millicent Bentley-Memon and Chuenec Boston at: OSS.Massachusetts@ed.gov, as well as by U.S. mail or commercial delivery. If I do not receive a request for reconsideration by January 6, Massachusetts's "high-risk" status for Title I, Part A will be considered final, and will be lifted only upon completing the actions set forth above.

Massachusetts continues to have an affirmative responsibility to ensure that it and its LEAs are in compliance with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age in their implementation of ESEA flexibility. These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, the Age Discrimination Act of 1975, and requirements under the Individuals with Disabilities Education Act.

If you have any questions regarding this letter, or the implementation of Massachusetts's ESEA flexibility request or Title I, Part A program, please contact Millicent Bentley-Memon or Chuenec Boston of my staff at: OSS.Massachusetts@ed.gov.

Thank you for your commitment and continued focus on enhancing education for all of Massachusetts's students.

Sincerely,



Ann Whalen

Delegated the authority to perform the functions and duties of Assistant Secretary for Elementary and Secondary Education

cc: Matt Pakos, Massachusetts Department of Education

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ED/OESE

RIN: 1810-AB16

Publication ID: Fall 2014

Title: Title I--Improving the Academic Achievement of the Disadvantaged

Abstract: The Secretary will amend the regulations governing title I, part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA), to phase out the authority of States to define modified academic achievement standards and develop alternate assessments based on those modified academic achievement standards in order to satisfy ESEA accountability requirements. These amendments will permit, as a transitional measure, States that meet certain criteria to continue to administer alternate assessments based on modified academic achievement standards and include the results in accountability determinations, subject to limitations on the number of proficient scores that may be counted, for a limited period of time.

Agency: Department of Education(ED)

Priority: Other Significant

RIN Status: Previously published in the Unified Agenda

Agenda Stage of Rulemaking: Final Rule Stage

Major: No

Unfunded Mandates: No

CFR Citation: 34 CFR 200.1; 34 CFR 200.6

Legal Authority: 20 USC 6301 to 6578

Legal Deadline: None

Timetable:

	Action	Date	FR Cite
NPRM		08/23/2013	78 FR 52467
NPRM Comment Period End		11/26/2013	
Final Action		01/00/2015	

Additional Information: Includes Retrospective Review under EO 13563.

Regulatory Flexibility Analysis Required: No

Government Levels Affected: State

Small Entities Affected: No

Federalism: No

Included in the Regulatory Plan: No

Public Comment URL: www.regulations.gov

RIN Data Printed in the FR: No

Agency Contact:

Monique Chism Ph.D.

Director, Student Achievement and School Accountability Programs

Department of Education

Office of Elementary and Secondary Education

Room 3W224, 400 Maryland Avenue SW.,

Washington, DC 20202

Phone:202 260-0826

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Subpart A—Improving Basic Programs Operated by Local Educational Agencies

STANDARDS AND ASSESSMENTS

§ 200.1 State responsibilities for developing challenging academic standards.

(a) *Academic standards in general.* A State must develop challenging academic content and student academic achievement standards that will be used by the State, its local educational agencies (LEAs), and its schools to carry out subpart A of this part. These academic standards must—

(1) Be the same academic content and academic achievement standards that the State applies to all public schools and public school students in the State, including the public schools and public school students served under subpart A of this part, except as provided in paragraphs (d) and (e) of this section, which apply only to the State's academic achievement standards;

(2) Include the same knowledge and skills expected of all students and the same levels of achievement expected of all students, except as provided in paragraphs (d) and (e) of this section; and

(3) Include at least mathematics, reading/language arts, and, beginning in the 2005-2006 school year, science, and may include other subjects determined by the State.

(b) *Academic content standards.* (1) The challenging academic content standards required under paragraph (a) of this section must—

(i) Specify what all students are expected to know and be able to do;

(ii) Contain coherent and rigorous content; and

(iii) Encourage the teaching of advanced skills.

(2) A State's academic content standards may—

(i) Be grade specific; or,

(ii) Cover more than one grade if grade-level content expectations are provided for each of grades 3 through 8.

(3) At the high school level, the academic content standards must define the knowledge and skills that all high school students are expected to know and be able to do in at least reading/language arts, mathematics, and, beginning in the 2005-06 school year, science, irrespective of course titles or years completed.

(c) *Academic achievement standards.* (1) The challenging student academic achievement standards required under paragraph (a) of this section must—

(i) Be aligned with the State's academic content standards; and

(ii) Include the following components for each content area:

(A) Achievement levels that describe at least—

(i) Two levels of high achievement—proficient and advanced—that determine how well students are mastering the material in the State's academic content standards; and

(2) A third level of achievement—basic—to provide complete information about the progress of lower-achieving students toward mastering the proficient and advanced levels of achievement.

(B) Descriptions of the competencies associated with each achievement level.

(C) Assessment scores ("cut scores") that differentiate among the achievement levels as specified in paragraph (c)(1)(ii)(A) of this section, and a description of the rationale and procedures used to determine each achievement level.

(2) A State must develop academic achievement standards for every grade and subject assessed, even if the State's academic content standards cover more than one grade.

(3) With respect to academic achievement standards in science, a State must develop—

(i) Achievement levels and descriptions no later than the 2005-06 school year; and

(ii) Assessment scores ("cut scores") after the State has developed its science assessments but no later than the 2007-08 school year.

(d) *Alternate academic achievement standards.* For students under section 602(3) of the Individuals with Disabilities Education Act with the most significant cognitive disabilities who take an alternate assessment, a State may, through a documented and validated standards-setting process, define alternate academic achievement standards, provided those standards—

(1) Are aligned with the State's academic content standards;

(2) Promote access to the general curriculum; and

(3) Reflect professional judgment of the highest achievement standards possible.

(e) *Modified academic achievement standards.* (1) For students with disabilities under section 602(3) of the Individuals with Disabilities Education Act (IDEA) who meet the State's criteria under paragraph (e)(2) of this section, a State may define modified academic achievement standards, provided those standards—

(i) Are aligned with the State's academic content standards for the grade in which the student is enrolled;

(ii) Are challenging for eligible students, but may be less difficult than the grade-level academic achievement standards under paragraph (c) of this section;

(iii) Include at least three achievement levels; and

(iv) Are developed through a documented and validated standards-setting process that includes broad stakeholder input, including persons knowledgeable about the State's academic content standards and experienced in standards setting and special educators who are most knowledgeable about students with disabilities.

(2) In the guidelines that a State establishes under paragraph (f)(1) of this section, the State must include criteria for IEP teams to use in determining which students with disabilities are eligible to be assessed based on modified academic achievement standards. Those criteria must include, but are not limited to, each of the following:

(i) The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by such objective evidence as the student's performance on—

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(A) The State's assessments described in § 200.2; or

(B) Other assessments that can validly document academic achievement.

(ii)(A) The student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP.

(B) The determination of the student's progress must be based on multiple measurements, over a period of time, that are valid for the subjects being assessed.

(iii) If the student's IEP includes goals for a subject assessed under § 200.2, those goals must be based on the academic content standards for the grade in which the student is enrolled, consistent with paragraph (f)(2) of this section.

(f) *State guidelines.* If a State defines alternate or modified academic achievement standards under paragraph (d) or (e) of this section, the State must do the following—

(1) For students who are assessed based on either alternate or modified academic achievement standards, the State must—

(i) Establish and monitor implementation of clear and appropriate guidelines for IEP teams to apply in determining—

(A) Students with the most significant cognitive disabilities who will be assessed based on alternate academic achievement standards; and

(B) Students with disabilities who meet the criteria in paragraph (e)(2) of this section who will be assessed based on modified academic achievement standards. These students may be assessed based on modified academic achievement standards in one or more subjects for which assessments are administered under § 200.2;

(ii) Inform IEP teams that students eligible to be assessed based on alternate or modified academic achievement standards may be from any of the disability categories listed in the IDEA;

(iii) Provide to IEP teams a clear explanation of the differences between assessments based on grade-level academic achievement standards and those based on modified or alternate academic achievement standards, including any effects of State and local policies on the student's education resulting from taking an alternate assessment based on alternate or modified academic achievement standards (such as whether only satisfactory performance on a regular assessment would qualify a student for a regular high school diploma); and

(iv) Ensure that parents of students selected to be assessed based on alternate or modified academic achievement standards under the State's guidelines in this paragraph are informed that their child's achievement will be measured based on alternate or modified academic achievement standards.

(2) For students who are assessed based on modified academic achievement standards, the State must—

(i) Inform IEP teams that a student may be assessed based on modified academic achievement standards in one or more subjects for which assessments are administered under § 200.2;

(ii) Establish and monitor implementation of clear and appropriate guidelines for IEP teams to apply in developing and implementing IEPs for students who are assessed based on modified academic achievement standards. These students' IEPs must—

(A) Include IEP goals that are based on the academic content standards for the grade in which a student is enrolled; and

(B) Be designed to monitor a student's progress in achieving the student's standards-based goals;

(iii) Ensure that students who are assessed based on modified academic achievement standards have access to the curriculum, including instruction, for the grade in which the students are enrolled;

(iv) Ensure that students who take alternate assessments based on modified academic achievement standards are not precluded from attempting to complete the requirements, as defined by the State, for a regular high school diploma; and

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(B) A precipitous and unforeseen decline in the financial resources of the State; and

(ii) The State can complete implementation within the additional one-year period.

(b) *Science*. Beginning no later than the 2007-2008 school year, the science assessments required under § 200.2 must be administered at least once during—

(1) Grades 3 through 5;

(2) Grades 6 through 9; and

(3) Grades 10 through 12.

(c) *Timing of results*. Beginning with the 2002-2003 school year, a State must promptly provide the results of its assessments no later than before the beginning of the next school year to LEAs, schools, and teachers in a manner that is clear and easy to understand.

(Authority: 20 U.S.C. 6311(b)(3))

[67 FR 45041, July 5, 2002]

§ 200.6 Inclusion of all students.

A State's academic assessment system required under § 200.2 must provide for the participation of all students in the grades assessed in accordance with this section.

(a) *Students eligible under IDEA and Section 504*—(1) *Appropriate accommodations*. (i) A State's academic assessment system must provide—

(A) For each student with a disability, as defined under section 602(3) of the IDEA, appropriate accommodations that the student's IEP team determines are necessary to measure the academic achievement of the student relative to the State's academic content and academic achievement standards for the grade in which the student is enrolled, consistent with § 200.1(b)(2), (b)(3), and (c); and

(B) For each student covered under section 504 of the Rehabilitation Act of 1973, as amended (Section 504), appropriate accommodations that the student's placement team determines are necessary to measure the academic achievement of the student relative to the State's academic content and academic achievement standards for the grade in which the student is enrolled, consistent with § 200.1(b)(2), (b)(3), and (c).

(ii) A State must—

(A) Develop, disseminate information on, and promote the use of appropriate accommodations to increase the number of students with disabilities who are tested against academic achievement standards for the grade in which a student is enrolled; and

(B) Ensure that regular and special education teachers and other appropriate staff know how to administer assessments, including making appropriate use of accommodations, for students with disabilities and students covered under Section 504.

(2) *Alternate assessments*. (i) The State's academic assessment system must provide for one or more alternate assessments for a child with a disability as defined under section 602(3) of the Individuals with Disabilities Education Act (IDEA) whom the child's IEP team determines cannot participate in all or part of the State assessments under paragraph (a)(1) of this section, even with appropriate accommodations.

(ii)(A) Alternate assessments must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, beginning in the 2007-2008 school year, science, except as provided in the following paragraph.

(B) For students with the most significant cognitive disabilities, alternate assessments may yield results that measure the achievement of those students relative to the alternate academic achievement standards the State has defined under § 200.1(d).

(iii) If a State permits the use of alternate assessments that yield results based on alternate academic achievement standards, the State must document that students with the most significant cognitive disabilities are, to the extent possible, included in the general curriculum.

(3) *Alternate assessments that are based on modified academic achievement standards*. (i) To assess students with disabilities based on modified academic achievement standards, a State may develop a new alternate assessment or adapt an assessment based on grade-level academic achievement standards.

(ii) An alternate assessment under paragraph (a)(3)(i) of this section must—

(A) Be aligned with the State's grade-level academic content standards;

(B) Yield results that measure the achievement of those students separately in reading/language arts and mathematics relative to the modified academic achievement standards;

(C) Meet the requirements in §§ 200.2 and 200.3, including the requirements relating to validity, reliability, and high technical quality; and

(D) Fit coherently in the State's overall assessment system under § 200.2.

(4) *Reporting.* A State must report separately to the Secretary, under section 1111(h)(4) of the Act, the number and percentage of students with disabilities taking—

(i) Regular assessments described in § 200.2;

(ii) Regular assessments with accommodations;

(iii) Alternate assessments based on the grade-level academic achievement standards described in § 200.1(c);

(iv) Alternate assessments based on the modified academic achievement standards described in § 200.1(e); and

(v) Alternate assessments based on the alternate academic achievement standards described in § 200.1(d).

(b) *Limited English proficient students.* A State must include limited English proficient students in its academic assessment system as follows:

(1) *In general.* (i) Consistent with paragraphs (b)(2) and (b)(4) of this section, the State must assess limited English proficient students in a valid and reliable manner that includes—

(A) Reasonable accommodations; and

(B) To the extent practicable, assessments in the language and form most likely to yield accurate and reliable information on what those students know and can do to determine the students' mastery of skills in subjects other than English until the students have achieved English language proficiency.

(ii) In its State plan, the State must—

(A) Identify the languages other than English that are present in the student population served by the SEA; and

(B) Indicate the languages for which yearly student academic assessments are not available and are needed.

(iii) The State—

(A) Must make every effort to develop such assessments; and

(B) May request assistance from the Secretary in identifying linguistically accessible academic assessments that are needed.

(2) *Assessing reading/language arts in English.* (i) Unless an extension of time is warranted under paragraph (b)(2)(ii) of this section, a State must assess, using assessments written in English, the achievement of any limited English proficient student in meeting the State's reading/language arts academic standards if the student has attended schools in the United States, excluding Puerto Rico, for three or more consecutive years.

(ii) An LEA may continue, for no more than two additional consecutive years, to assess a limited English proficient student under paragraph (b)(1) of this section if the LEA determines, on a case-by-case individual basis, that the student has not reached a level of English language proficiency sufficient to yield valid and reliable information on what the student knows and can do on reading/language arts assessments written in English.

(iii) The requirements in paragraph (b)(2)(i) and (ii) of this section do not permit an exemption from participating in the State assessment system for limited English proficient students.

(3) *Assessing English proficiency.* (i) Unless a State receives an extension under paragraph (b)(3)(ii) of this section, the State must require each LEA, beginning no later than the 2002–2003 school year, to assess annually the English proficiency, including reading, writing, speaking, and listening skills, of all students with limited English proficiency in schools in the LEA.

(ii) The Secretary may extend, for one additional year, the deadline in paragraph (b)(3)(i) of this section if the State demonstrates that—

(A) Full implementation is not possible due to exceptional or uncontrollable circumstances such as—

(1) A natural disaster; or

(2) A precipitous and unforeseen decline in the financial resources of the State; and

(B) The State can complete implementation within the additional one-year period.

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(4) *Recently arrived limited English proficient students.* (i)(A) A State may exempt a recently arrived limited English proficient student, as defined in paragraph (b)(4)(iv) of this section, from one administration of the State's reading/language arts assessment under § 200.2.

(B) If the State does not assess a recently arrived limited English proficient student on the State's reading/language arts assessment, the State must count the year in which the assessment would have been administered as the first of the three years in which the student may take the State's reading/language arts assessment in a native language under section 1111(b)(3)(C)(x) of the Act.

(C) The State and its LEAs must report on State and district report cards under section 1111(h) of the Act the number of recently arrived limited English proficient students who are not assessed on the State's reading/language arts assessment.

(D) Nothing in paragraph (b)(4) of this section relieves an LEA from its responsibility under applicable law to provide recently arrived limited English proficient students with appropriate instruction to assist them in gaining English language proficiency as well as content knowledge in reading/language arts and mathematics.

(ii) A State must assess the English language proficiency of a recently arrived limited English proficient student pursuant to paragraph (b)(3) of this section.

(iii) A State must assess the mathematics achievement of a recently arrived limited English proficient student pursuant to § 200.2.

(iv) A recently arrived limited English proficient student is a student with limited English proficiency who has attended schools in the United States for less than twelve months. The phrase "schools in the United States" includes only schools in the 50 States and the District of Columbia.

(c) *Migratory and other mobile students.* A State must include migratory students, as defined in Title I, part C, of the Act, and other mobile students in its academic assessment system, even if those students are not included

for accountability purposes under section 1111(b)(3)(C)(xi) of the Act.

(d) *Students experiencing homelessness.* (1) A State must include homeless students, as defined in section 725(2) of Title VII, Subtitle B of the McKinney-Vento Act, in its academic assessment, reporting, and accountability systems, consistent with section 1111(b)(3)(C)(xi) of the Act.

(2) The State is not required to disaggregate, as a separate category under § 200.2(b)(10), the assessment results of the students referred to in paragraph (d)(1) of this section.

(Authority: 20 U.S.C. 6311(b)(3))

(Approved by the Office of Management and Budget under control number 1810-0576)

[67 FR 45041, July 5, 2002, as amended at 67 FR 71715, Dec. 2, 2002; 68 FR 68702, Dec. 9, 2003; 71 FR 54193, Sept. 13, 2006; 72 FR 17779, Apr. 9, 2007]

DEPARTMENT OF EDUCATION

34 CFR Part 200

RIN 1810-AB16

[Docket ID ED-2012-OESE-0018]

Title I—Improving the Academic Achievement of the Disadvantaged

AGENCY: Office of Elementary and Secondary Education, Department of Education.

ACTION: Notice of proposed rulemaking.

SUMMARY: The Secretary proposes to amend the regulations governing Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (the “Title I regulations”), to no longer authorize a State, in satisfying ESEA accountability requirements, to define modified academic achievement standards and develop alternate assessments based on those modified academic achievement standards. These proposed amendments would permit, as a transitional measure and for a limited period of time, States that administered alternate assessments based on modified academic achievement standards in the 2012–13 school year to continue to administer alternate assessments based on modified academic achievement standards and include the results in adequate yearly progress (AYP) calculations, subject to limitations on the number of proficient scores that may be counted for AYP purposes. These proposed amendments also would apply to accountability determinations made by eligible States that receive “ESEA flexibility” and have requested a waiver of making AYP determinations.

DATES: We must receive your comments on or before October 7, 2013.

ADDRESSES: Submit your comments through the Federal eRulemaking Portal or via postal mail, commercial delivery, or hand delivery. We will not accept comments by fax or by email. To ensure that we do not receive duplicate copies, please submit your comments only once. In addition, please include the Docket ID at the top of your comments.

- **Federal eRulemaking Portal:** Go to www.regulations.gov to submit your comments electronically. Information on using Regulations.gov, including instructions for accessing agency documents, submitting comments, and viewing the docket, is available on the site under “How To Use This Site.”

- **Postal Mail, Commercial Delivery, or Hand Delivery.** If you mail or deliver your comments about these proposed regulations, address them to Monique M. Chism, Director, Student Achievement and School Accountability

Programs, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue SW., Room 3W224, Washington, DC 20202–6132.

Privacy Note: The Department’s policy is to make all comments received from members of the public available for public viewing in their entirety on the Federal eRulemaking Portal at www.regulations.gov. Therefore, commenters should be careful to include in their comments only information that they wish to make publicly available.

FOR FURTHER INFORMATION CONTACT:

Monique M. Chism, U.S. Department of Education, 400 Maryland Avenue SW., Room 3W224, Washington, DC 20202–6132. Telephone: (202) 260–0826.

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll free, at 1–800–877–8339.

SUPPLEMENTARY INFORMATION:

Invitation to Comment: We invite you to submit comments regarding these proposed regulations. To ensure that your comments have maximum effect in developing the final regulations, we urge you to identify clearly the specific section or sections of the proposed regulations that each of your comments addresses and to arrange your comments in the same order as the proposed regulations.

We invite you to assist us in complying with the specific requirements of Executive Orders 12866 and 13563 and their overall requirement of reducing regulatory burden that might result from these proposed regulations. Please let us know of any further ways we could reduce potential costs or increase potential benefits while preserving the effective and efficient administration of the Department’s programs and activities.

During and after the comment period, you may inspect all public comments about these proposed regulations by accessing Regulations.gov. You may also inspect the comments in person in 3W226 at 400 Maryland Avenue SW., Washington, DC, between the hours of 8:30 a.m. and 4:00 p.m., Washington, DC time, Monday through Friday of each week except Federal holidays. Please contact the person listed under

FOR FURTHER INFORMATION CONTACT.

Assistance to Individuals with Disabilities in Reviewing the Rulemaking Record: On request, we will provide an appropriate accommodation or auxiliary aid to an individual with a disability who needs assistance to review the comments or other documents in the public rulemaking record for these proposed regulations. If

you want to schedule an appointment for this type of accommodation or auxiliary aid, please contact the person listed under **FOR FURTHER INFORMATION CONTACT**.

Background

These proposed regulations would amend the Title I regulations that are designed to help disadvantaged children meet high academic standards. Specifically, the proposed amendments to current §§ 200.1 and 200.6 would no longer authorize a State to define modified academic achievement standards for certain students with disabilities, develop and administer alternate assessments based on those standards, and, subject to limitations on the number of proficient scores that may be counted for AYP purposes under current § 200.13(c), use the scores from those alternate assessments in AYP calculations.

In April 2007, the Department amended the Title I regulations to permit States to define modified academic achievement standards for certain students with disabilities, specifically those whose disability has precluded them from achieving grade-level proficiency and whose progress is such that they will not reach grade-level proficiency in the same time frame as other students. The Department also amended the Title I regulations to permit States to develop alternate assessments based on those modified academic achievement standards and administer them to eligible students with disabilities (72 FR 17748).

As explained in the preamble to the final regulations published in the **Federal Register** on April 9, 2007 (72 FR 17748), the Department acknowledged the possibility that neither a general assessment nor an alternate assessment based on alternate academic achievement standards would provide an accurate assessment of what these students know and can do. This position was based on information received from some States, as well as research available at the time, which indicated that general grade-level assessments may be too difficult for this small group of students with disabilities, while alternate assessments based on alternate academic achievement standards may be too easy. Thus, in the interest of ensuring that States could meaningfully assess these students' achievement across the full range of content and provide teachers and parents with information that would help these students progress toward grade-level achievement, the Department issued regulations to permit States to define modified academic

achievement standards and develop and administer alternate assessments based on those standards.

Since the Department amended the Title I regulations in April 2007, many States have been working collaboratively to develop and implement general assessments aligned with college- and career-ready standards that will be more accessible to students with disabilities than those in place at the time States began developing alternate assessments based on modified academic achievement standards. These new general assessments will facilitate the valid, reliable, and fair assessment of most students with disabilities, including those for whom alternate assessments based on modified academic achievement standards were intended.

As described later in this notice, research has shown that low-achieving students with disabilities make academic progress when provided with appropriate supports and instruction. More accessible general assessments, in combination with such supports and instruction for students with disabilities, can promote high expectations for all students, including students with disabilities, by encouraging teaching and learning to the academic achievement standards measured by the general assessments.

For these reasons, these proposed regulations anticipate that alternate assessments based on modified academic achievement standards will no longer be needed as States develop more accessible general assessments that can also be used for those students with disabilities for whom alternate assessments based on modified academic achievement standards currently are being administered. Accordingly, States would be able to refocus their assessment efforts and resources on the development of more accessible general assessments. For students with the most significant cognitive disabilities, States will continue to have the authority under §§ 200.1(d) and 200.6(a)(2)(ii)(B) to define alternate academic achievement standards, administer alternate assessments based on those alternate academic achievement standards, and, subject to limitations on the number of proficient scores that may be counted for AYP purposes, include the results in AYP calculations.

To allow for a smooth transition to more accessible general assessment systems, including systems with assessments aligned with college- and career-ready standards, these proposed regulations would allow States, under certain circumstances and for a limited

period of time, to continue to implement their alternate assessments based on modified academic achievement standards and, subject to limitations on the number of proficient scores that may be counted for AYP purposes in current § 200.13(c), include the results of such assessments in AYP calculations.¹ More specifically, under these proposed regulations, a State could continue to administer alternate assessments based on modified academic achievement standards and use the results of those assessments for accountability purposes in accordance with the current Title I regulations and Part B of the Individuals with Disabilities Education Act (IDEA) if the State administered alternate assessments based on modified academic achievement standards in the 2012–13 school year. A State meeting this criterion would be permitted to administer alternate assessments based on modified academic achievement standards and use the results of those assessments for accountability purposes through the 2013–14 school year.

Although these proposed regulations do not amend the regulations implementing Part B of the IDEA in 34 CFR part 300, they nonetheless will affect the application of the assessment regulations under 34 CFR 300.160. Under section 612(a)(16)(A) of the IDEA and 34 CFR 300.160(a), a State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, if necessary with appropriate accommodations and alternate assessments, as indicated in their respective individualized education programs (IEPs). Under § 300.160(c)(1), a State (or, in the case of a district-wide assessment, a local educational agency (LEA)) must develop and implement alternate assessments

¹ The Department is offering States flexibility from certain requirements of the ESEA in exchange for implementing rigorous, comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. Under this initiative, known as "ESEA flexibility," a State may request a waiver of the requirements to make AYP determinations and instead use its own differentiated State-developed recognition, accountability, and support system to hold schools accountable. Accordingly, a State that meets the criteria in these proposed regulations, subject to the limitations on the number of proficient scores that may be counted for making AYP determinations in § 200.13(c), which is not waived under ESEA flexibility, could count the proficient scores of students with disabilities assessed using alternate assessments based on modified academic achievement standards in making accountability determinations, including determinations of whether schools meet a State's annual measurable objectives (AMOs).

and guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments even with the accommodations provided for in their IEPs. Section 300.160(c)(2)(ii) further provides that, if a State has adopted modified academic achievement standards to assess the academic progress of students with disabilities under Title I of the ESEA, it must measure the achievement of children with disabilities meeting the State's criteria under current § 200.1(e)(2) against those standards. Thus, the proposed regulations would mean that the transition from alternate assessments based on modified academic achievement standards under Title I of the ESEA also would apply to how States include children with disabilities in these assessments under the IDEA. However, to the extent that a State is permitted to administer alternate assessments based on modified academic achievement standards, § 300.160(c)(2)(ii) will continue to apply.

Significant Proposed Regulations

We discuss substantive issues under the sections of the proposed regulations to which they pertain. Generally, we do not address proposed regulatory provisions that are technical or otherwise minor in effect.

Section 200.1—State Responsibilities for Developing Challenging Academic Standards

Statute: Section 1111(b)(1) of the ESEA requires each State to adopt challenging academic content standards and challenging student academic achievement standards in at least mathematics, reading or language arts, and science. These standards must be the same for all public elementary and secondary schools and all public school students in the State. The State's challenging academic content standards must specify what all students are expected to know and be able to do, contain coherent and rigorous content, and encourage the teaching of advanced skills. The State's challenging student academic achievement standards must be aligned with the State's academic content standards and must describe at least three levels of achievement: Advanced, proficient, and basic.

Current Regulations: Current § 200.1 of the Title I regulations implements the statutory requirements in section 1111(b)(1) of the ESEA regarding the development of challenging academic content standards and challenging academic achievement standards.

Regarding academic achievement standards, current § 200.1(e)(1) permits a State to define modified academic achievement standards for eligible students with disabilities, so long as those standards are aligned with the State's academic content standards for the grade in which the student is enrolled, are challenging for eligible students (but may be less difficult than the grade-level academic achievement standards under current § 200.1(c)), include at least three achievement levels, and are developed through a documented and validated standards-setting process that includes broad stakeholder input.

For a State implementing modified academic achievement standards, current § 200.1(e)(2) requires the State to adopt criteria for IEP teams to use in determining which students with disabilities are eligible to be assessed based on modified academic achievement standards. At a minimum, these criteria must include the following:

- (i) The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by objective evidence;
- (ii) The student's progress to date (based on multiple measurements over a period of time that are valid for the subjects being assessed) in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such, that even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP; and
- (iii) If the student's IEP includes goals for a subject assessed under § 200.2, those goals are based on the academic content standards for the grade in which the student is enrolled.

In addition, current § 200.1(f) requires a State to establish guidelines related to assessing eligible students with disabilities with alternate assessments based on modified academic achievement standards. In particular, current § 200.1(f)(1)(i)(B) requires a State to establish and monitor implementation of guidelines for IEP teams to apply in determining which students with disabilities meet the State's criteria to be assessed based on modified academic achievement standards under current § 200.1(e)(2) and provides that these students may be assessed based on modified academic achievement standards in one or more subjects. Current § 200.1(f)(2) specifies additional requirements for State guidelines for students assessed based

on modified academic achievement standards.

Proposed Regulations: Under these proposed amendments, current § 200.1(e) would be amended to limit a State's authority to define modified academic achievement standards. Specifically, we propose to amend current § 200.1(e)(1) to no longer authorize a State to define modified academic achievement standards, unless the State meets certain criteria.

Under proposed § 200.1(e)(2), a State could define modified academic achievement standards only if the State administered alternate assessments based on modified academic achievement standards in the 2012–13 school year.

Proposed § 200.1(e)(4) would then provide that, for any State meeting the criterion in proposed § 200.1(e)(2), the authority to define modified academic achievement standards terminates at the end of the 2013–14 school year. The remaining requirements in current § 200.1 applicable to modified academic achievement standards, as well as those requirements related to determining student eligibility to be assessed based on alternate academic achievement standards, would remain unchanged and fully applicable to a State that has adopted such standards.

Finally, we would redesignate current paragraph (e)(2) of § 200.1 as paragraph (e)(3) to accommodate the proposed additions of new paragraphs (e)(2) and (e)(4), as described in the preceding paragraphs.

Reasons: Through these proposed amendments to § 200.1, we seek to reemphasize the importance of holding all students, including students with disabilities, to high standards. Research demonstrates that low-achieving students with disabilities who struggle in reading² and low-achieving students

² For example, see: Allor, J. H., Mathes, P. G., Roberts, J. K., Cheatham, J. P., & Champlin, T. M. (2010). Comprehensive reading instruction for students with intellectual disabilities. *Psychology in the Schools*, 47, 445–466; Kamps, D., Abbott, M., Greenwood, C., Wills, H., Veerkamp, M., & Kaufman, J. (2008). Effects of small-group reading instruction and curriculum differences for students most at risk in kindergarten: Two-year results for secondary- and tertiary-level interventions. *Journal of Learning Disabilities*, 41, 101–114; Mautone, J. A., DuPaul, G. J., Jitendra, A. K., Tresco, K. E., Junod, R. V., & Volpe, R. J. (2009). The relationship between treatment integrity and acceptability of reading interventions for children with attention-deficit/hyperactivity disorder. *Psychology in the Schools*, 46, 919–931; Scammacca, N., Vaughn, S., Roberts, G., Wanzek, J., & Torgesen, J. K. (2007). Extensive reading interventions in grades K–3: From research to practice. Portsmouth, N.H.: RMC Research Corporation, Center on Instruction; Vaughn, S., Denton, C. A., & Fletcher, J. M. (2010). Why intensive interventions are necessary for

Continued

with disabilities who struggle in mathematics³ can make academic progress when provided appropriate supports and instruction. As noted earlier in the preamble, many States are now working together to develop and implement new general assessments that will be more accessible to most students with disabilities. More specifically, 44 States and the District of Columbia are participating in two consortia, funded by the Race to the Top Assessment (RTTA) program, that are developing new assessments to measure student achievement against college- and career-ready standards. As stated in the notice inviting applications for the RTTA program, published in the *Federal Register* on Friday, April 9, 2010, these assessments must be valid, reliable, and fair for all student subgroups, including students with disabilities (see 75 FR 18171, 18173). The only exception is for students with disabilities who are eligible to participate in alternate assessments based on alternate academic achievement standards under 34 CFR 200.6(a)(2)(ii)(B); those students are excluded from the definition of "students with disabilities" under the RTTA program (see 75 FR 18171, 18178). We expect that the application of universal design principles, new technologies, and new research on accommodations to the new assessments developed through the RTTA program will improve access to the assessments and the validity of scores for students with disabilities, including students who currently are eligible for alternate assessments based on modified academic achievement standards. Other new assessments also may draw on universal design principles, new technologies, and new research to improve access for students with disabilities and more validly measure the achievement of these students.

With the development and implementation of more accessible

general assessments, combined with appropriate supports and instruction, we believe that modified academic achievement standards and alternate assessments based on those standards will no longer be educationally appropriate. Consequently, it is no longer in the best interest of students with disabilities for a State to invest further resources in the development or refinement of modified academic achievement standards and alternate assessments based on those standards. Rather, resources for future assessment development are best focused on preparing for implementation of more accessible general assessments, such as those currently being developed in many States. Therefore, these proposed regulations would no longer authorize a State to define modified academic achievement standards and administer alternate assessments based on those standards.

Although we believe that new, more accessible assessments will eliminate the need for modified academic achievement standards and alternate assessments based on those standards, we recognize that these new assessments cannot be implemented immediately. In particular, we recognize that assessments being developed through the RTTA program are not expected to be fully operational in all participating States until the 2014–15 school year. We also recognize that some States have devoted substantial resources toward developing and implementing alternate assessments based on modified academic achievement standards. For these reasons, we believe that providing States with time to move from alternate assessments based on modified academic achievement standards and complete development of more accessible general assessments, such as those aligned with college- and career-ready standards that are currently being developed in many States, will support a smooth transition between assessments for the students affected by this regulatory change. Accordingly, proposed § 200.1(e)(2) would permit a State that administered alternate assessments based on modified academic achievement standards in the 2012–13 school year to continue to administer those alternate assessments. Proposed § 200.1(e)(4) would require a State to terminate its use of such alternate assessments, and concomitantly its use of modified academic achievement standards, at the end of the 2013–14 school year. In setting this proposed timeline, we believe we have provided States

sufficient time and notice to phase out their alternate assessments based on modified academic achievement standards. Moreover, any State interested in ESEA flexibility knew as early as September 2011 that alternate assessments based on modified academic achievement standards were not part of the definition of high-quality assessments that are required to be administered beginning in 2014–15.

Section 200.6—Inclusion of All Students

Statute: Section 1111(b)(3)(C) of the ESEA requires, among other things, that a State's academic assessment system be aligned with the State's challenging academic content and student academic achievement standards and that it measure the achievement of all students in the grades assessed, including students with disabilities as defined under section 602(3) of the IDEA. For students with disabilities in particular, under section 1111(b)(3)(C)(ix)(II) of the ESEA, a State's academic assessment system must provide for reasonable accommodations necessary to measure their academic achievement against the State's academic content and achievement standards that all students are expected to meet.

Current Regulations: Current § 200.6 sets forth the requirements under which a State must provide for the participation of all students in the State's academic assessment system. Current § 200.6(a)(3) permits a State to develop and implement alternate assessments to assess eligible students with disabilities based on modified academic achievement standards. In particular, current § 200.6(a)(3)(ii) provides that any alternate assessments based on modified academic achievement standards must—(i) be aligned with the State's grade-level academic content standards; (ii) yield results that measure the achievement of those students separately in reading or language arts and in mathematics relative to the modified academic achievement standards; (iii) meet the requirements in §§ 200.2 and 200.3, including the requirements relating to validity, reliability, and high technical quality; and (iv) fit coherently in the State's overall assessment system.

In addition, current § 200.6(a)(4) requires a State to report to the Secretary the number and percentage of students with disabilities taking regular assessments described in § 200.2, regular assessments with accommodations, alternate assessments based on the grade-level academic achievement standards described in § 200.1(c), alternate assessments based on the modified academic achievement

students with severe reading difficulties. *Psychology in the Schools*, 47, 32–44; Wanzek, J. & Vaughn, S. (2010). Tier 3 interventions for students with significant reading problems. *Theory Into Practice*, 49, 305–314.

³ For example, see: Fuchs, L. S. & Fuchs, D., Powell, S. R., Seethaler, P. M., Cirino, P. T., & Fletcher, J. M. (2008). Intensive intervention for students with mathematics disabilities: Seven principles of effective practice. *Learning Disabilities Quarterly*, 31, 79–92; Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to Intervention (RTI) for elementary and middle schools* (NCEE 2009–4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved November 1, 2010 from <http://ies.ed.gov/ncee/www/publications/practiceguides/>.

standards described in § 200.1(e), and alternate assessments based on the alternate academic achievement standards described in § 200.1(d).

Proposed Regulations: We propose to amend § 200.6(a)(3)(i) to no longer authorize a State to develop and administer alternate assessments based on modified academic achievement standards for ESEA assessment and accountability purposes, unless the State administered alternate assessments based on modified academic achievement standards in the 2012–13 school year.

Under proposed § 200.6(a)(3)(ii), a State would be able to administer alternate assessments based on modified academic achievement standards and use the results of these assessments in accountability determinations only if the State administered alternate assessments based on modified academic achievement standards in the 2012–13 school year. Additionally, a State meeting this criterion would be further limited on how long it could use these assessments. Under proposed § 200.6(a)(3)(iv), such a State would only be able to administer and use the results of these assessments for accountability determinations through the 2013–14 school year. All other requirements in current § 200.6 applicable to alternate assessments based on modified academic achievement standards would remain unchanged and fully applicable to States administering these alternate assessments. Please note that, to the extent a State is permitted to administer alternate assessments based on modified academic achievement standards, inclusion of the results in accountability determinations would remain subject to limitations on the number of proficient scores that may be counted for AYP purposes in current § 200.13(c).

Finally, for the sake of readability, we would redesignate current paragraph (a)(3)(ii) of § 200.6 as paragraph (a)(3)(iii) to accommodate the proposed additions of new paragraphs (a)(3)(ii) and (a)(3)(iv), as described in the preceding paragraphs.

Reasons: For the reasons discussed earlier with respect to the proposed amendments to § 200.1(e), the proposed amendments to § 200.6 are necessary to make clear the limitations on a State's authority to develop and administer alternate assessments based on modified academic achievement standards.

Executive Orders 12866 and 13563

Regulatory Impact Analysis

Under Executive Order 12866, the Secretary must determine whether this

regulatory action is “significant” and, therefore, subject to the requirements of the Executive order and subject to review by the Office of Management and Budget (OMB). Section 3(f) of Executive Order 12866 defines a “significant regulatory action” as an action likely to result in a rule that may—

(1) Have an annual effect on the economy of \$100 million or more, or adversely affect a sector of the economy, productivity, competition, jobs, the environment, public health or safety, or State, local, or tribal governments or communities in a material way (also referred to as an “economically significant” rule);

(2) Create serious inconsistency or otherwise interfere with an action taken or planned by another agency;

(3) Materially alter the budgetary impacts of entitlement grants, user fees, or loan programs or the rights and obligations of recipients thereof; or

(4) Raise novel legal or policy issues arising out of legal mandates, the President's priorities, or the principles stated in the Executive order.

This proposed regulatory action is a significant regulatory action subject to review by OMB under section 3(f) of Executive Order 12866.

We have also reviewed these regulations under Executive Order 13563, which supplements and explicitly reaffirms the principles, structures, and definitions governing regulatory review established in Executive Order 12866. To the extent permitted by law, Executive Order 13563 requires that an agency—

(1) Propose or adopt regulations only on a reasoned determination that their benefits justify their costs (recognizing that some benefits and costs are difficult to quantify);

(2) Tailor its regulations to impose the least burden on society, consistent with obtaining regulatory objectives and taking into account—among other things and to the extent practicable—the costs of cumulative regulations;

(3) In choosing among alternative regulatory approaches, select those approaches that maximize net benefits (including potential economic, environmental, public health and safety, and other advantages; distributive impacts; and equity);

(4) To the extent feasible, specify performance objectives, rather than the behavior or manner of compliance a regulated entity must adopt; and

(5) Identify and assess available alternatives to direct regulation, including economic incentives—such as user fees or marketable permits—to encourage the desired behavior, or

provide information that enables the public to make choices.

Executive Order 13563 also requires an agency “to use the best available techniques to quantify anticipated present and future benefits and costs as accurately as possible.” The Office of Information and Regulatory Affairs of OMB has emphasized that these techniques may include “identifying changing future compliance costs that might result from technological innovation or anticipated behavioral changes.”

We are issuing these regulations only on a reasoned determination that their benefits justify their costs. In choosing among alternative regulatory approaches, we selected those approaches that maximize net benefits. Based on the analysis that follows, the Department believes that these proposed regulations are consistent with the principles in Executive Order 13563.

We also have determined that this regulatory action would not unduly interfere with State, local, and tribal governments in the exercise of their governmental functions.

In accordance with both Executive orders, the Department has assessed the potential costs and benefits of this regulatory action. The potential costs associated with this regulatory action are those resulting from statutory requirements and those we have determined as necessary for administering the Department's programs and activities.

Potential Costs and Benefits: Under Executive Order 12866, we have assessed the potential costs and benefits of this regulatory action and have determined that these proposed regulations would not impose additional costs to State and local educational agencies or to the Federal Government. For example, each of the forty States and the District of Columbia that has received ESEA flexibility has agreed to phase out its use of alternate assessments based on modified academic achievement standards, if it has those assessments, by the 2014–15 school year. Only California, North Dakota, and Texas have an alternate assessment based on modified academic achievement standards but have not received ESEA flexibility, and Texas' request for ESEA flexibility is pending. Moreover, the proposed regulations would not impose additional costs or administrative burdens on the large majority of States, including California and North Dakota, that are working collaboratively through the RTTA program to develop and implement general assessments aligned with college- and career-ready standards that

will be more accessible to students with disabilities than those in place at the time States began developing alternate assessments based on modified academic achievement standards. Under the RTTA program requirements, these new assessments already must be valid, reliable, and fair for all student subgroups, including students with disabilities, with the exception of students with disabilities who are eligible to participate in alternate assessments based on alternate academic achievement standards consistent with 34 CFR 200.6(a)(2)(ii)(B) (see 75 FR 18171, 18173).

In this context, the proposed regulations largely reflect already planned and funded changes in assessment practices and would not impose additional costs on States or LEAs or the Federal Government. On the contrary, to the extent that the proposed regulations reinforce the transition to State assessment systems with fewer components, the Department believes these proposed regulations ultimately would reduce the costs of complying with ESEA assessment requirements (because States would no longer have to develop and implement separate alternate assessments based on modified academic achievement standards).

Further, a State that administered alternate assessments based on modified academic achievement standards in the 2012–13 school year would be permitted to continue to use such assessments through the 2013–14 school year. Thus, the proposed regulations would not impose any new costs on States that have already developed modified academic achievement standards and alternate assessments based on those standards. The proposed regulations also would not impose significant additional costs on States that have not developed modified academic achievement standards because the proposed regulations do not place any additional requirements on such States. In addition, to the extent that the proposed regulations encourage States to strengthen their plans to transition to new general assessments that would be used to assess students currently taking alternate assessments based on modified academic achievement standards, funding to support such a transition is available through existing ESEA programs, such as the Grants for State Assessments program, which will make available \$360 million in State formula grant assistance in fiscal year 2012.

In sum, the additional costs imposed on States by the proposed regulations are estimated to be negligible, primarily

because they reflect changes already under way in State assessment systems under the ESEA. Moreover, we believe these costs are significantly outweighed by the potential educational benefits of increasing the access of students with disabilities to the general assessments as States develop new, more accessible assessments, including assessments aligned with college- and career-ready standards.

Regulatory Alternatives Considered

An alternative to the amendments proposed in this notice would be for the Secretary to leave in place the existing regulations permitting the development and administration of alternate assessments based on modified academic achievement standards. However, the Department believes that the proposed regulations are needed to help refocus assessment efforts and resources on the development of new general assessments that are accessible to a broader range of students with disabilities. Such new general assessments will eliminate the usefulness of separate alternate assessments based on modified academic achievement standards for eligible students with disabilities.

Clarity of the Regulations

Executive Order 12866 and the Presidential memorandum “Plain Language in Government Writing” require each agency to write regulations that are easy to understand.

The Secretary invites comments on how to make these proposed regulations easier to understand, including answers to questions such as the following:

- Are the requirements in the proposed regulations clearly stated?
- Do the proposed regulations contain technical terms or other wording that interferes with their clarity?
- Does the format of the proposed regulations (grouping and order of sections, use of headings, paragraphing, etc.) aid or reduce their clarity?
- Would the proposed regulations be easier to understand if we divided them into more (but shorter) sections? (A “section” is preceded by the symbol “§” and a numbered heading; for example, § 200.1(e)(1).)
- Could the description of the proposed regulations in the **SUPPLEMENTARY INFORMATION** section of this preamble be more helpful in making the proposed regulations easier to understand? If so, how?
- What else could we do to make the proposed regulations easier to understand?

To send any comments that concern how the Department could make these

proposed regulations easier to understand, see the instructions in the **ADDRESSES** section of this preamble.

Regulatory Flexibility Act Certification

The Secretary certifies that these proposed regulations would not have a significant economic impact on a substantial number of small entities. The small entities that this proposed regulatory action would affect are small LEAs administering assessments under the ESEA.

These proposed regulations would not have a significant economic impact on small LEAs because most affected LEAs would continue to implement existing State assessments required by the ESEA, including general assessments and alternate assessments for certain students with disabilities, until either the reauthorization of the ESEA or the implementation of new State assessments aligned with college- and career-ready standards. In addition, the implementation of these new assessments can be expected to result in a positive economic impact by reducing the number of separate assessments that must be administered to comply with the ESEA.

The Secretary invites comments from small LEAs as to whether they believe this proposed regulatory action would have a significant economic impact on them and, if so, requests evidence to support that belief.

Paperwork Reduction Act of 1995

These proposed regulations do not contain any information collection requirements.

Intergovernmental Review

This program is not subject to Executive Order 12372 and the regulations in 34 CFR part 79.

Accessible Format: Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotape, or compact disc) on request to the program contact person listed under **FOR FURTHER INFORMATION CONTACT**.

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(Catalog of Federal Domestic Assistance Numbers: 84.010 Improving Programs Operated by Local Educational Agencies; 84.027 Assistance to States for the Education of Children with Disabilities)

List of Subjects in 34 CFR Part 200

Education of disadvantaged, Elementary and secondary education, Grant programs—education, Indians—education, Infants and children, Juvenile delinquency, Migrant labor, Private schools, Reporting and recordkeeping requirements.

Dated: August 20, 2013.

Arne Duncan,
Secretary of Education.

For the reasons discussed in the preamble, the Secretary proposes to amend part 200 of title 34 of the Code of Federal Regulations as follows:

PART 200—TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

■ 1. The authority citation for part 200 continues to read as follows:

Authority: 20 U.S.C. 6301 through 6578, unless otherwise noted.

■ 2. Section 200.1 is amended by:

- A. Revising paragraph (e)(1) introductory text.
- B. Redesignating paragraph (e)(2) as (e)(3).
- C. Adding new paragraph (e)(2) and paragraph (e)(4).

The revision and additions read as follows:

§ 200.1 State responsibilities for developing challenging academic standards.

* * * * *

(e) *Modified academic achievement standards.* (1) Except as provided in paragraphs (e)(2) and (e)(4) of this section, a State may not define modified academic achievement standards for students with disabilities under section 602(3) of the Individuals with Disabilities Education Act (IDEA) who meet the State's criteria under paragraph (e)(3) of this section. Modified academic achievement standards are standards that—

* * * * *

(2) A State may define modified academic achievement standards for students with disabilities who meet the

State's criteria under paragraph (e)(3) of this section only if the State administered alternate assessments based on modified academic achievement standards in the 2012–13 school year.

* * * * *

(4) A State's authority to define modified academic achievement standards under paragraph (e)(2) of this section terminates following the State's administration of alternate assessments based on those standards during the 2013–14 school year.

* * * * *

■ 3. Section 200.6 is amended by:

- A. Revising paragraph (a)(3)(i).
- B. Redesignating paragraph (a)(3)(ii) as (a)(3)(iii).
- C. Adding new paragraph (a)(3)(ii) and paragraph (a)(3)(iv).

The revision and additions read as follows:

§ 200.6 Inclusion of all students.

* * * * *

(a) * * *

(3) *Alternate assessments that are based on modified academic achievement standards.* (i) Except as provided in paragraphs (a)(3)(ii) and (iv) of this section, a State may not develop and administer an alternate assessment based on modified academic achievement standards as defined in § 200.1(e)(1) to assess students with disabilities who meet the State's criteria under § 200.1(e)(3).

(ii) A State may continue to administer an alternate assessment based on modified academic achievement standards to assess students with disabilities who meet the State's criteria under § 200.1(e)(3) and use the results of that assessment for accountability determinations only if the State administered the assessment in the 2012–13 school year.

* * * * *

(iv) A State's authority to administer an alternate assessment based on modified academic achievement standards and use the results for accountability determinations terminates following the State's administration of that assessment during the 2013–14 school year.

* * * * *

[FR Doc. 2013–20665 Filed 8–22–13; 8:45 am]

BILLING CODE 4000–01–P

SECTION 04 **A**

NOT BEING HONEST

page 01: USED RTTT press release November 12, 2009
-www.yahoo.com-

Money released to develop common assessments among states.

page 02: Letter to Achieve Inc. submitted with Massachusetts' PARCC application
-accompanied Massachusetts' PARCC MOU submission to Achieve Inc.

Massachusetts Commissioner of Education commits to participating in the PARCC Consortium only if it is in the Commonwealth's best interest.

page 03: Massachusetts DESE Board meeting minutes Sept. 21, 2010
-www.doe.mass.edu-

Massachusetts Commissioner of Education states that 275 districts have committed to the reforms outlined in the RTTT application.

page 04: PARCC Application dated June 23, 2010
-www.parcconline.com-

275 districts in Massachusetts committed to administer the PARCC assessment in the year 2014-2015.

Those were the terms of the competition.

page 05 - 08: Massachusetts DESE Board meeting minutes January 23, 2012
-www.doe.mass.edu-

Massachusetts Commissioner of Education states that there has been no previous commitment to "sunset MCAS".

page 09 - 51: Massachusetts RTTT State scope of work February 9, 2012
-www.doe.mass.edu-

Two weeks later, Massachusetts' Commissioner of Education submits this document to the United States Department of Education.

-page 18

"In four years we will be prepared to administer this assessment in place of our current state assessments in those subjects."

page 52: Key Board Decisions "two year test drive" fact sheet
--www.doe.mass.edu-

page 53: Massachusetts DESE Board meeting minutes November 19, 2013
-www.doe.mass.edu-

So is this a "test drive" or a "transition"? Those are two very different words.

page 54: PARCC piktochart: choosing an assessment
-www.doe.mass.edu-

On November 17, 2015, the DESE Board of Education voted to base MCAS 2.0 on PARCC but did not adopt the PARCC test in name.

This piktochart states that the "Board listens to feedback from educators, parents and students.

Out of the eleven voting members of the board, three voted against a PARCC hybrid test. The three Massachusetts Board Members that voted against this hybrid test were the student, teacher and parent representatives.

GREAT LISTENING SO FAR.

page 55: Final two year test-drive fact sheet circa 2015
-www.doe.mass.edu-

page 56: Commissioner Chester's Next-Generation assessment recommendation
-www.doe.mass.edu-

pages 57 - 62: Massachusetts DESE Board meeting minutes November 17, 2015
-www.doe.mass.edu-

PARCC questions will be placed on every students ELA and math MCAS exam this year. You would need to read the Commissioner's recommendation to find out about that. That fact is not on the parent handout (page 55).

U.S. Department of Education Opens Race to the Top Competition | U.S. Department of Education

Tuesday, January 12, 2016 9:41 PM

From: "Maria Andrade" <andrade2plus2@yahoo.com>

To: shrimpentankisdead@yahoo.com

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U.S. Department of Education Opens Race to the Top Competition

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U.S. Department of Education Opens Race to the Top Competition

November 12, 2009

Contact: Justin Hamilton, (202) 401-1576, press@ed.gov

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U.S. Secretary of Education Arne Duncan today released the final application for more than \$4 billion from the Race to the Top Fund, which will reward states that have raised student performance in the past and have the capacity to accelerate achievement gains with innovative reforms.

"The president said last week that Race to the Top will require states to take an all-hands-on-deck approach," Duncan said. "We will award grants to the states that have led the way in reform and will show the way for the rest of the country to follow."

The U.S. Department of Education is asking states to build comprehensive and coherent plans built around the four areas of reform outlined in the American Recovery and Reinvestment Act.

The application requires states to document their past success and outline their plans to extend their reforms by using college- and career-ready standards and assessments, building a workforce of highly effective educators, creating educational data systems to support student achievement, and turning around their lowest-performing schools.

The \$4.35 billion for the Race to the Top Fund is an unprecedented federal investment in reform. Duncan will reserve up to \$350 million to help states create assessments aligned to common sets of standards. The remaining \$4 billion will be awarded in a national competition.

To qualify, states must have no legal barriers to linking student growth and achievement data to teachers and principals for the purposes of evaluation. They also must have the department's approval for their plans for both phases of the Recovery Act's State Fiscal Stabilization Fund prior to being awarded a grant.

The final application released today includes significant changes to the proposal released by the U.S. Department of Education in July. After reviewing responses to the draft proposals from 1,161 people, who submitted thousands of unique comments, ranging from one paragraph to 67 pages, the U.S. Department of Education restructured the application and changed it to reflect the ideas of the public.

"The public's input on this application was invaluable to us," Duncan said. "The comments helped us clarify that we want states to think through how they will create a comprehensive agenda to drive reform forward."

The final application also clarifies that states should use multiple measures to evaluate teachers and principals, including a strong emphasis on the growth in achievement of their students. But it also reinforces that successful applicants will need to have rigorous teacher and principal evaluation programs and use the results of teacher evaluations to inform what happens in the schools.

In Race to the Top, the department will hold two rounds of competition for the grants. For the first round, it will accept states' applications until the middle of January, 2010. Peer reviewers will evaluate the applications and the department will announce the winners of the first round of funding next spring.

Applications for the second round will be due June 1, 2010, with the announcement of all the winners by Sept. 30, 2010.

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THE COMMONWEALTH OF MASSACHUSETTS

EXECUTIVE OFFICE OF EDUCATION
ONE ASHBURTON PLACE ROOM 1403
BOSTON, MA 02108

June 14, 2010

Mike Cohen, President
Achieve, Inc.
1775 Eye Street NW, Suite 410
Washington, DC 20006

Dear Mr. Cohen:

Thank you for coordinating and leading the work of the Partnership for Assessment of Readiness for College and Careers (PARCC). We are very pleased to be a part of this important work and appreciate your support, as well as that of the PARCC member states.

We are submitting this letter to accompany the attached Memorandum of Understanding in order to clarify Massachusetts' position in two important areas. First, we want to emphasize that Massachusetts will not adopt any set of standards that are not at least as comprehensive and rigorous as, if not more than, our current standards. We have been participating in the Common Core Standards development effort and have set out a timeline for considering them, but we cannot commit to adoption until we are satisfied that they maintain or exceed the high standards that have been developed in Massachusetts over the past 17 years.

Second, it is our intention to use the assessment system that is developed by the PARCC to the extent it serves the best interests of students and teachers. Similar to our above-stated position with respect to standards, we cannot commit to adopting any new system of assessments until it is developed and we can ensure it is as comprehensive and rigorous as, if not more than, our current system. We are excited about the opportunity for Massachusetts to play a key role in the development of the assessment system, both as a governing state in the consortium and through the work of Commissioner Chester, who will serve as chair of the consortium for its first year. Once the new system is developed and we are able to make the determination that the new assessment system is at least as comprehensive and rigorous as our current system in Massachusetts, we will then work to implement it.

With that said, we are committed to working in partnership with the Consortium, leveraging the expertise and experience of other states in this area, and to sharing our own expertise and experience. We are eager to participate in all aspects of this vital work and strongly believe the Consortium's efforts offer tremendous promise for students and families.

Thank you again.

Sincerely,

Paul Reville
Secretary of Education

Mitchell D. Chester
Commissioner of Elementary and Secondary Education

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Mr. D'Ortenzio Jr., who chairs the State Student Advisory Council, described the council's major highlights from the past year, which included: (1) a review of the by-laws; (2) work on partnering with the Governor's Youth Council; (3) writing a letter of support for the state's Round 2 Race to the Top application; (4) welcoming Secretary Reville and Commissioner Chester to a meeting of the council; (5) submitting letters in support of adding a student voice to the Task Force for Evaluation of Teachers and Administrators; and (6) writing letters of support for a student voice on local stakeholder groups. Mr. D'Ortenzio Jr. said in the past year he tried to visit each of the five regional councils that sit below the statewide council. Mr. D'Ortenzio Jr. also described a grant funded by AT&T and America's Promise that the council received to support student-to-student conversations about the importance of staying in school.

Chair Banta suggested that as the council engages in its conversations on dropout prevention, it should talk with Neil Sullivan of the Private Industry Council in Boston. The chair asked whether schools give students time to participate in the council. Mr. D'Ortenzio Jr. said that was dependent on the district, and some schools send students to regional and statewide council meetings each year. He said it comes down to the choice of the student in terms of involvement. Mr. D'Ortenzio Jr. said when students describe their experience to their schools, most are supportive.

Ms. Kaplan thanked Mr. D'Ortenzio Jr. for his service and report. She asked whether there were student members on every school committee in Massachusetts. Mr. D'Ortenzio Jr. said every school committee is supposed to have a student advisory committee, which elects one student to be an ex officio non-voting member of the school committee. He said this practice is not followed in every district. Ms. Kaplan said one of the council's issues could be to ensure a student serves on every school committee. Mr. D'Ortenzio Jr. said there is a helpful guide on the council's website. Ms. Kaplan asked whether more council members might attend Board meetings to gain broader experience. Mr. D'Ortenzio Jr. said the Student Advisory Council executive committee receives a copy of the Board agenda each month.

Update on Race to the Top

Commissioner Chester said Massachusetts submitted a very strong application and in winning a Race to the Top grant, will receive \$250 million over four years. He said 275 school districts have signed on, representing over 75% of the state's low-income students. The districts have made a commitment to the work outlined in the application. Commissioner Chester also described the \$170 million grant that a consortium of states, including Massachusetts, won to develop the next generation of assessments. The commissioner will chair that effort in year one.

Mr. D'Ortenzio Jr. asked why some districts are not getting any Race to the Top dollars. Commissioner Chester said these schools and districts made a commitment to the reforms even though they knew they would not get any funding. The commissioner said they did this knowing they would be at the table while these reforms are developed. Deputy Commissioner Baehr explained that to qualify for Title I funding, a district has to reach a

* Commissioner Chester told the Massachusetts Board of Elementary and Secondary Education that there was no agreement to sunset MCAS and implement PARCC in our state on January 12, 2012. The same man had stated that 275 schools had agreed to terms on September 21, 2010.

SEE PAGE SEVEN THIS SECTION.

and approve — the assessment system design, help make decisions on major Partnership expenditures, and provide direction to the fiscal agent and project management partner. Additionally, Governing States must devote staff to participate in the Partnership's design committees and working groups; participate in the piloting and field testing of the assessment system components and tools in 2011–12, 2012–13 and 2013–14; and remove any legal or statutory barriers to implementing the assessment system before full administration in 2014–15.

Any Partnership state that is prepared to make the commitments and take on the responsibilities described above will automatically become a Governing State.

Participating States. States that want to participate in the design of the Partnership's assessment system but are not prepared to make the level of commitment of Governing States will be Participating States. These states must commit to participate in the piloting and field testing of assessment system components in 2011–12, 2012–13 and 2013–14, but do not need to commit exclusively to this consortium during that period. By 2014–15, however, any state that remains in the Partnership — including Participating States — must commit to statewide implementation and administration of the Partnership's assessment system.

The rights of Participating States are designed to provide them with the opportunity for engagement in the Partnership's work without requiring them to make the same commitments as Governing States. They are invited — and encouraged — to provide staff to serve on design committees, working groups and other task forces established by the Governing Board to conduct the work necessary to design and develop the Partnership's proposed assessment system. They will be given regular opportunities throughout the four-year development period to provide input and feedback regarding the assessment system design and other Partnership business.

Fiscal Agent and Partnership Funds Management

The state of Florida will serve as the fiscal agent for the Partnership and will have responsibility for managing funds received from the RTTT Assessment Program under the Comprehensive Assessment Systems grant category. The fiscal agent will:

- Issue RFPs to procure goods and services on behalf of the Partnership or designate other states to issue RFPs;

**Minutes of the Special Meeting
of the Massachusetts Board of Elementary and Secondary Education**

January 23, 2012
4:10 p.m. – 6:00 p.m.

Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA

Members of the Board of Elementary and Secondary Education Present:

Maura Banta, Chair, Melrose
Beverly Holmes, Vice Chair, Springfield
Vanessa Calderón-Rosado, Milton
Harneen Chernow, Jamaica Plain
Gerald Chertavian, Cambridge
James DiTullio, Designee for the Secretary of Education
Matthew Gifford, Chair, Student Advisory Council, Brookline
Jeff Howard, Reading
Ruth Kaplan, Brookline
David Roach, Sutton

Mitchell D. Chester, Commissioner of Elementary and Secondary Education, Secretary to the Board

Members of the Board of Elementary and Secondary Education Absent:

Dana Mohler-Faria, Bridgewater

Chair Banta called the meeting to order at 4:10 p.m.

Chair Banta welcomed the Board to its special meeting on the Partnership for Assessment of Readiness for College and Careers (PARCC). Commissioner Chester said he was pleased to welcome Michael Cohen, President of Achieve, Inc., and Laura Slover, Senior Vice President of Achieve, Inc. The commissioner said that a funding opportunity grew out of Race to the Top for a consortium of states to develop next-generation assessments. The commissioner said a major concern in Massachusetts is that more than a third of public school graduates get placed in non-credit bearing coursework in public higher education.

Mr. Cohen thanked the commissioner and said it was a pleasure to visit the Board again. Mr. Cohen described PARCC's Governing Board, which Commissioner Chester chairs. Mr. Cohen said that as was true for the development of the Common Core State

Standards, Massachusetts was a bellwether state for PARCC. Mr. Cohen said Massachusetts is setting the benchmark, and it is a high standard.

Mr. Cohen described six priorities for PARCC, which aims to: (1) create high quality assessments; (2) build a pathway to college and career readiness for all students; (3) support educators in the classroom; (4) develop 21st century, technology-based assessments; (5) advance accountability at all levels; and (6) build an assessment system that is sustainable and affordable. Ms. Slover said a key facet of PARCC is that it is not just a one-time, end-of-year, multiple-choice assessment. Ms. Slover said PARCC will have multiple components and two summative components will be: (1) computer-based testing that is innovative and scored rapidly; and (2) a performance-based assessment that calls on students to apply knowledge. Ms. Slover also described a speaking and learning assessment that would be a performance assessment that requires a student to do a formal presentation in front of an audience. That assessment would be scored on a rubric.

Ms. Slover said PARCC will have a laser-like focus for preparing students for college and career. It would start with tools for diagnostic assessments for K-2 students. PARCC will develop bridge courses for 11th or 12th grade students who are not scoring at the "ready" level. Ms. Slover said PARCC is not just about testing, in that it also provides supports for students and teachers. PARCC will provide a set of rich examples, prototypes and sample tasks to help students and teachers know what the target is. Ms. Slover said PARCC will be delivered entirely online, though students in grades 3-5 can take the assessment using paper and pencil. Ms. Slover said computer-based assessments allow for economies of scale to drive down costs and produce a much faster return of results.

Mr. Cohen said that in the PARCC states, school level accountability is a significant part of the reform strategy. Mr. Cohen said all the states understood that what gets tested drives instruction. Mr. Cohen said what was needed was a test robust enough to support accountability judgments, support the evaluation of educators, and produce common cut scores to provide for comparability of results across the states.

Mr. Cohen said the cost per student per test for PARCC will be \$11 per student. This assumes that the performance assessments are scored by teachers. Mr. Cohen said if we get to the use of artificial intelligence to score tests, then costs will be even lower. By comparison, MCAS costs about \$23 per student. A big part of the cost savings is tied to the assessments being computer-based. Mr. Cohen said this does require investments in technology infrastructure and in improving instruction. Mr. Cohen said he is aware that the federal grant supporting PARCC runs out in 2014-15, and the consortium has started plans to sustain the effort.

Dr. Howard asked if the only technology-based test is the end-of-year assessment. Ms. Slover said that all are technology-based. Ms. Slover said the performance based design is delivered by computer, but the model includes a predominance of teacher-scored items. Mr. Cohen said states will vary on teachers scoring or hiring a vendor. Dr. Howard asked how PARCC is related to NAEP. Ms. Slover said it is not the intention of PARCC to

supplant NAEP. Ms. Slover said Achieve is currently in discussion with the National Assessment Governing Board, which oversees NAEP, to talk about the possibility of item embedding.

Ms. Chernow asked if PARCC will replace MCAS. Commissioner Chester said there is no pre-determined commitment to sunset MCAS.* The commissioner said if PARCC is a step forward for us and does not water down our high standards, he would likely recommend to the Board a transition plan to move from MCAS. Ms. Chernow said it looks like a lot of assessment time involved here, and also computer labs seem extraordinarily expensive. Ms. Chernow asked about the difference between a cut score, high school graduation, and being college ready. Commissioner Chester said testing time is a critical issue, and many districts are doing a lot of assessment, only a small part of which is what the state requires. The commissioner said the goal is to build an assessment system that is valuable enough for districts to abandon some of those other tests.

The commissioner said the technology piece is huge, and in the short run the state will have to offer paper and pencil alternatives. The commissioner said the state will complete an analysis of each building's technology infrastructure. Commissioner Chester said he spoke with Treasurer Grossman today about the possibility of committing School Building Authority (SBA) funds to support the strengthening of infrastructure in each school building.

Ms. Kaplan arrived at 4:50 p.m.

Mr. Cohen said he would advise against states setting a college readiness standard for a high school diploma. He said a college ready level should be set in an accurate way. Mr. Cohen said you want to be able to say at the end of the 11th grade either that a student has done so well that the student is on track to do credit-bearing work in college, or that a student is not yet college ready and here are some suggestions for the senior year.

Ms. Slover said PARCC will develop two math sequences, one for Algebra I, II and Geometry, and one for Integrated Math. Mr. Roach asked about the differences between PARCC and the other consortium, Smarter Balance. Mr. Cohen said PARCC will assess how well students met grade-level standards, while Smarter Balance will be computer adaptive testing that will try to locate where a student's performance is. Mr. Roach asked about cut scores. Commissioner Chester said the key driver of the 18 governing states is to come up with a common standard for college and career readiness. The commissioner said the college readiness standard would be constant across states, while any Competency Determination standard would be state-specific.

Mr. Roach asked about the psychometrics of computer-based testing. Mr. Cohen said there is no reason to think that we can't achieve a high level of reliability. Mr. Cohen said no state will accept tests that do not meet or exceed current levels of psychometrics. Chair Banta asked why computer-based testing won't be available for grades 3, 4 and 5 and whether that is related to cost or appropriateness. Ms. Slover said it is by design

* Commissioner Chester told the Massachusetts Board of Elementary and Secondary Education that there was no agreement to sunset MCAS and implement PARCC in our state on January 12, 2012. The same man had stated that 275 schools had agreed to terms on September 21, 2010. Our "Race to the Top" application was submitted to the U.S. Department of Education in February of 2012.

because there is a sense of a digital divide that is not the same for all students in those grades.

Mr. Gifford expressed a concern about the speaking and listening section for students in the early grades. Ms. Slover said expectations will shift as students get older, and that the speaking and listening portion for younger students may look quite different than for older students. Mr. Chertavian asked what concerns there are about PARCC. Ms. Slover said PARCC is on track, but there are multiple milestones that lie ahead and little room for error. Ms. Slover said the technology infrastructure is the biggest challenge.

Dr. Calderón-Rosado said she is concerned about the technology and its associated costs. Mr. Cohen said he estimates the summative assessments to be about \$11 per student, and the mid-year assessments to be less costly. Dr. Calderón-Rosado said she was concerned about human scoring if results will be used as an educator evaluation tool, and about adding to teachers' workloads.

Mr. Cohen said the timeline for PARCC is for it to be ready in the 2014-15 school year. Commissioner Chester said the caution about who scores the test is right on target. The commissioner said right now all tests in Massachusetts have open-ended items that are scored by people who are not in-state. The commissioner said artificial intelligence scoring continues to evolve and offers an interesting potential to bring down costs. Commissioner Chester said part of the challenge is to anticipate where the development curve will be two years from now.

Chair Banta asked if students will get to pilot-test this new system. Mr. Cohen said when prototypes are developed they will have to be tried out with students.

Ms. Slover said PARCC's real goal is to measure the content standards of the Common Core State Standards. The tasks will embody the kinds of things you want students to be doing. Acting Director of Student Assessment Elizabeth Davis said that two Race to the Top initiatives parallel what PARCC is doing – curriculum-embedded performance assessments (CEPA) and online interim and formative assessments.

On a motion duly made and seconded, it was:

VOTED: that the Board of Elementary and Secondary Education adjourn the meeting at 6:00 p.m., subject to the call of the chair.

The vote was unanimous.

Respectfully submitted,

Mitchell D. Chester
Commissioner of Elementary and Secondary Education
and Secretary to the Board



RACE TO THE TOP IN MASSACHUSETTS

STATE SCOPE OF WORK

Submitted to U.S. Department of Education
February 9, 2012

SECTION I – RACE TO THE TOP SUMMARY OVERVIEW

Massachusetts' Race to the Top program is driven by the core belief that the persistent variation in student outcomes stems from both discrepancies in the quality of curriculum and instruction, and unrelated out-of-school circumstances that can affect a student's ability to learn. By the end of the four-year grant, Massachusetts aims to achieve four objectives:

1. Great Teachers and Leaders: Attract, develop, and retain an effective, academically capable, diverse and culturally proficient educator workforce to ensure every student is taught by a great teacher and every school and district is led by a great leader
2. Curricular and Instructional Resources: Provide curricular and instructional resources to provide every educator with the tools necessary to promote and support student achievement.
3. Concentrated Support in Low Performing Schools: Concentrate great instruction and additional supports for educators, students, and families in our lowest performing schools and their districts to create the conditions needed for improved student achievement.
4. College and Career Readiness: Increase dramatically the number of students who graduate from high school ready for college and career.

Achieving these four ambitious objectives hinges on the development of a robust state data and information infrastructure. Through RTTT, ESE will transform its data systems so that they can efficiently deliver comprehensive, accessible, actionable, and timely data to all Massachusetts K–12 educators; invest in new technology to support the PreK–12 teaching and learning system and a more effective educator workforce; and strengthen and expand training and supports so that educators can use data to inform instructional decisions.

IA. Race to the Top Projects

The table below shows a high-level project summary of the Race to the Top program for Massachusetts, reflecting that most projects will have some level of activity during all four years of the program.

RACE TO THE TOP PROGRAM

	Activities in Years 1 – 4			
	Year 1	Year 2	Year 3	Year 4
A) Program management and evaluation				
1. Overall project management & evaluation	X	X	X	X
a. Hire program staff	X			
b. Implement deliverology approach to strategic planning and implementation	X	X	X	X
c. Create and implement detailed project plans	X	X	X	X
d. Design and implement evaluations for all projects	X	X	X	X
e. Develop and implement reporting plans for each project	X	X	X	X
2. Hold districts accountable through existing ESE supports including reporting on grant progress	X	X	X	X
3. Hold RTTT stakeholder meetings to gather feedback on state activities	X	X	X	X
B) Standards and assessments – provide resources for curriculum and instruction and roll out a statewide teaching and learning system				
1. Implementing Common Standard and Developing Common Assessments				
a. Align all Massachusetts standards documents to the Common Core; implement and assess the new standards statewide	X	X	X	X
b. Participate in PARCC	X	X	X	X
2. Model curriculum maps and units	X	X	X	X
3. Build a digital library	X	X	X	X
4. Develop interim and formative assessments	X	X	X	X
5. Design curriculum embedded performance tasks	X	X	X	X
6. Enhance competency tracking system	X	X	X	X
7. College & career readiness				
a. Pre-AP teacher training – grants	X	X	X	X
b. STEM Early College High School (ECHS) – program/grants	X	X	X	X
c. Adopt MassCore as default curriculum and align college entrance examinations	X	X	X	X
8. Innovation schools	X	X	X	X
C) Data systems to support instruction				
1. Transform State Data System	X	X	X	X
a. Expand Educator Data Warehouse (EDW) capacity	X	X	X	X
b. Build Educator portals	X	X	X	X
c. Allow ELAR/MEPID updates	X	X	X	X
d. Enhanced Web	X	X	X	X
e. Rollout the Schools Interoperability Framework (SIF)	X	X	X	X
2. Data Systems & Technology for Teaching and Learning System	X	X	X	X
3. Educator supports and training for data use	X	X	X	X
D) Great teachers and leaders – building a workforce of effective educators				
1. Improve teacher and principal effectiveness based on performance	X	X	X	X
a. Create a new evaluation framework, technical assistance and implementation	X	X	X	X
b. Superintendent induction program	X	X	X	X
c. Create an improved performance-based licensure system	X	X	X	X
d. Strengthened HR systems and tools	X	X	X	X
2. Ensure equitable distribution of effective teachers and principals	X	X	X	X
a. Equitable distribution – general	X	X	X	X
b. Incentives for effective educators	X	X	X	X
c. National Board Certification grants	X	X	X	X
d. Online mentoring	X	X	X	X
e. SPED/ELL courses		X	X	X
f. U-Teach		X	X	X
g. Improved recruitment tools and resources	X	X	X	X

3. Improve the effectiveness of teacher and principal preparation programs	X	X	X	X
4. Professional development for educators	X	X	X	X
a. Professional development for educators – State	X	X	X	X
b. PLC expansion	X	X	X	X
E) Turn around the lowest achieving schools				
1. Identify the persistently lowest-achieving schools in the state	X	X	X	X
2. Develop a specialized core of turnaround teacher and leader teams	X	X	X	X
3. Build district capacity to intervene in struggling schools-operations	X	X	X	X
4. Create wraparound zones to support struggling schools	X	X	X	X
5. Build the capacity of proven partners to support struggling schools	X	X	X	X
6. Develop, attract, and manage lead partners and turnaround operators to execute the restart model at Level 4 and 5 schools	X	X	X	X

IB. Race to the Top Goals and Performance Benchmarks

The table below shows the state's high-level goals and performance benchmarks for the four-year Race to the Top program. Goals and performance benchmarks are incorporated in each project, and these will be monitored to ensure the state as well as the participating LEAs are on track to achieve the outcomes it has committed to.

State goals	Current (2009)	State goal (2014)
Improve outcomes		
Accelerate the increase in overall achievement on the <u>mathematics</u> MCAS by 15%*	57% P or A	70% P or A
Accelerate the increase in overall achievement on the <u>ELA</u> MCAS by 15%*	68% P or A	75% P or A
Accelerate the increase in overall achievement on the mathematics NAEP by 15%*	G4: 252 G8: 299	G4: 271 G8: 318
Accelerate the increase in overall achievement on the reading NAEP by 15%*	G4: 239 G8: 274	G4: 251 G8: 278
Increase the percentage of students who graduate from high school within four years by 5%*	81%	85%
Increase the percentage of graduates who enroll in college within 16 months of high school graduation by 5%*	72%	75%
Increase the percentage of graduates who have completed a year of college credits within two years by 5%	51%	53%
Reduce gaps		
Reduce MCAS achievement gaps for each low performing subgroup, as measured by CPI, by 25%	--	By 25%
Reduce NAEP achievement gaps for each low performing subgroup by 25%	--	By 25%
Reduce gaps in high school graduation and college enrollment for each low performing subgroup by 15%	--	By 15%

*NAEP target date is 2015 in order to align with NAEP test administration schedule.

Performance benchmarks for districts
Increase the percentage of high school graduates who have completed MassCore (statewide, from 70% in 2010 to 85% in 2014; individual district goals will vary).
Establish an Evaluation Implementation Working Group by spring 2011.
Implement revised educator evaluation regulations by the end of SY12-13.
Implement the Common Core State Standards by the beginning of SY12-13.
Use the Education Data Warehouse to inform instruction, assessment, and operations (e.g., scheduling, staffing, professional development) by the end of SY13-14.
Create near-real-time access to student data by implementing the Schools Interoperability Framework (SIF) by the end of SY13-14.

Use at least one component of the teaching and learning system, other than the Education Data Warehouse, by the end of SY13–14 (*only for districts that chose developing and using the teaching & learning system in their MOU*)

Increase the percentage of teachers and principals who are rated as highly effective and reduce the percentage rated as ineffective throughout the grant period (*specific targets to be determined once the new evaluation framework is in place*)

IC. Race to the Top Program Budget

The table below outlines the budget allocation across the major assurance and project areas. This budget is being further refined as we build out the detailed plans for each project.

RACE TO THE TOP BUDGET						
P#	Project	State Budget (including fringe & indirect)				
A	Program management and evaluation	Y1	Y2	Y3	Y4	Total
	Overall project management & evaluation	\$4,495,010	\$3,901,631	\$3,887,358	\$3,924,157	\$16,208,156
	Allocations to districts – grants	\$10,059,835	\$38,313,388	\$38,313,388	\$38,313,389	\$125,000,000
Project Total		\$14,554,845	\$42,215,019	\$42,200,746	\$42,237,546	\$141,208,156
B	Standards and assessments – provide resources for curriculum and instruction and rollout a statewide teaching and learning system	Y1	Y2	Y3	Y4	Total
1	Implementing Common Standards and Developing Common Assessments	\$526,758	\$56,100	\$0	\$0	\$582,858
2	Model curriculum maps & units	\$857,348	\$860,871	\$853,531	\$865,267	\$3,437,017
3	Build a digital library	\$330,252	\$580,112	\$156,100	\$106,100	\$1,172,564
4	Develop interim & formative assessment system	\$1,350,135	\$807,511	\$481,244	\$490,421	\$3,129,312
5	Design curriculum embedded performance tasks	\$765,871	\$566,386	\$522,555	\$528,908	\$2,383,719
6	Enhance competency tracking system	\$0	\$56,100	\$156,100	\$56,100	\$268,300
7	Increase college & career readiness					
7a	Pre-AP program – grants	\$260,000	\$360,000	\$360,000	\$112,000	\$1,092,000
7b	STEM ECHS – program	\$224,640	\$159,664	\$159,664	\$113,564	\$657,532
7b	STEM ECHS – grants	\$150,000	\$260,000	\$220,000	\$90,000	\$720,000
7c	Adopt MassCore as default curriculum and align college entrance examinations	\$132,856	\$134,111	\$137,966	\$141,937	\$546,870
8	Innovation Schools	\$375,000	\$375,000	\$375,000	\$375,000	\$1,500,000
Project total		\$4,972,860	\$4,215,856	\$3,422,160	\$2,879,297	\$15,490,172
C	Data systems to support instruction	Y1	Y2	Y3	Y4	Total
1	Transform state data systems					
1a	Educator Data Warehouse capacity	843,905	1,048,886	714,291	160,195	2,767,278
1b	Educator portals	\$330,656	\$209,168	\$474,644	\$118,600	\$1,133,067
1c	ELAR/MEPID updates	\$816,300	\$1,073,240	\$936,234	\$449,935	\$3,275,709
1d	Enhanced Web	\$1,024,311	\$806,153	\$534,640	\$0	\$2,365,104
1e	SIF	\$2,109,594	\$1,774,936	\$1,079,878	\$0	\$4,964,408
	Subtotal	\$5,124,766	\$4,912,383	\$3,739,687	\$728,730	\$14,505,566
2	Data systems & tech for T&L system					
2a	Teaching & learning system - tech side	\$2,507,511	\$5,472,811	\$2,810,019	\$1,720,271	\$12,510,612
	Subtotal	\$2,507,511	\$5,472,811	\$2,810,019	\$1,720,271	\$12,510,612
3	Educator supports for data use					
3a	Educator training on data use	\$1,352,142	\$578,468	\$1,676,212	\$1,243,012	\$4,849,833
	Subtotal	\$1,352,142	\$578,468	\$1,676,212	\$1,243,012	\$4,849,833

Project total		\$8,984,419	\$10,963,662	\$8,225,918	\$3,692,013	\$31,866,011
D	Great teachers and leaders - building a workforce of effective educators	Y1	Y2	Y3	Y4	Total
1	Improve teacher and principal effectiveness based on performance					
1a	Eval framework & impl - program	\$4,572,100	\$2,729,900	\$2,248,800	\$2,248,800	\$11,799,600
1a	Eval framework & impl - grants	\$0	\$700,000	\$550,000	\$450,000	\$1,700,000
1b	Superintendent induction program	\$0	\$116,100	\$226,100	\$226,100	\$568,300
1c	Improved perf-based licensure system	\$506,100	\$506,100	\$506,100	\$506,100	\$2,024,400
	Subtotal	\$5,078,200	\$4,052,100	\$3,531,000	\$3,431,000	\$16,092,300
2	Ensure equitable distribution of effective teachers and principals					
2a	Equitable distribution - state activities	\$620,434	\$210,235	\$370,191	\$218,062	\$1,418,921
2b	Incentives for effective educators - grants	\$0	\$0	\$500,000	\$2,050,000	\$2,550,000
2c	National Board Certification - grants	\$62,500	\$62,500	\$62,500	\$62,500	\$250,000
2d	Online mentoring	\$0	\$416,667	\$416,667	\$416,666	\$1,250,000
2e	SPED/ELL courses - program	\$406,100	\$0	\$0	\$0	\$406,100
2e	SPED/ELL courses - grants	\$0	\$800,000	\$1,200,000	\$1,600,000	\$3,600,000
2f	U-Teach	\$506,100	\$506,100	\$506,100	\$506,100	\$2,024,400
2g	Improved recruitment tools and resources - State activities	406,340	\$410,960	\$423,040	\$435,483	\$1,675,823
	Subtotal	\$2,001,474	\$2,406,462	\$3,478,498	\$5,288,811	\$13,175,244
3	Improve the effectiveness of teacher and principal preparation programs					
3a	Prep program effectiveness - program	\$337,756	\$495,403	\$324,445	\$274,545	\$1,432,149
3a	Prep program effectiveness - grants	\$1,250,000	\$1,250,000	\$1,250,000	\$1,250,000	\$5,000,000
	Subtotal	\$1,587,756	\$1,745,403	\$1,574,445	\$1,524,545	\$6,432,149
4	Professional development for educators					
4a	Professional development - state activities	\$1,826,644	\$1,825,039	\$1,832,261	\$1,833,387	\$7,317,331
4b	PLC expansion	\$406,100	\$206,100	\$206,100	\$0	\$818,300
	Subtotal	\$2,232,744	\$2,031,139	\$2,038,361	\$1,833,387	\$8,135,631
Project total		\$10,900,174	\$10,235,104	\$10,622,304	\$12,077,743	\$43,835,325
E	Turn around the lowest achieving schools	Y1	Y2	Y3	Y4	Total
1	Identify persistently lowest-achieving schools in the state					
2	Develop specialized core of turnaround teacher and leader teams	\$200,000	\$1,776,470	\$1,699,081	\$1,313,707	\$4,989,258
3	Build district capacity to intervene in struggling schools - state activities	\$391,214	\$931,832	\$1,024,451	\$1,309,257	\$3,656,754
4	Create wraparound zones to support struggling schools					
4a	Create wraparound zones - program	\$224,294	\$501,046	\$879,644	\$127,251	\$1,732,234
4a	Create wraparound zones - grants	\$178,000	\$354,000	\$708,000	\$0	\$1,240,000
5	Build capacity of proven partners to support struggling schools	\$318,926	\$754,928	\$580,783	\$584,754	\$2,239,390
6	Develop, attract, and manage lead partners and turnaround operators to execute the restart model at Level 4 and 5 schools	\$156,100	\$662,200	\$918,300	\$2,006,100	\$3,742,700
Project total		\$1,468,534	\$4,980,476	\$5,810,258	\$5,341,069	\$17,600,336
RTTT Program Total		\$40,880,832	\$72,610,116	\$70,281,386	\$66,227,666	\$250,000,000

SECTION II – RACE TO THE TOP ACTIVITIES

A. PROJECT MANAGEMENT AND EVALUATION

A focus on project management and evaluation will ensure that the Race to the Top program is implemented on time and within budget and aligned to the following overall project goals and benchmarks as outlined in the Section I Overview. The key activities under this project are:

1. Overall project management and evaluation
 - a. Hire program staff
 - b. Implement deliverology approach to strategic planning and implementation
 - c. Create detailed project plans
 - d. Design & implement evaluations for all projects ensuring that each project has set goals and benchmarks
 - e. Develop reporting plans for each project
2. Hold districts accountable through existing ESE supports including reporting on grant progress
3. Hold RTTT stakeholder meetings to gather feedback on state activities

Key personnel:

Executive sponsor: Carrie Conaway, Director of Planning, Research, and Evaluation

Race to the Top program manager: Helene Bettencourt, Implementation Manager, Office of Planning and Research

Key activities and timelines:

Project	Start	End	Grant Year 2010-2011				Grant Year		
			Q1	Q2	Q3	Q4	2011-2012	2012-2013	2013-2014
Project management and evaluation	9/10	8/14	x	x	x	x	x	x	x
1 Overall project management & evaluation	9/10	8/14	x	x	x	x	x	x	x
1a Hire program staff	9/10	1/11	x	x					
1b Implement deliverology approach to strategic planning	9/10	8/14	x	x	x	x	x	x	x
1c Create detailed project plans	9/10	5/11	x	x	x				
1d Design and implement evaluations for all projects	9/10	8/14	x	x	x	x	x	x	x
1e Develop reporting plans for each project	9/10	8/14	x	x	x	x	x	x	x
2 Hold districts accountable through existing ESE supports including reporting on grant progress	9/10	9/14	x	x	x	x	x	x	x

2a	Hold districts accountable through existing ESE supports including district review process	1/12	9/14					X		
3	Hold RTTT stakeholder meetings	9/10	9/14	x	x	x	x	x	x	x

LEA Participation:

See the separately enclosed guidelines for responses to the Year 1 Request for Proposals, which outlines the projects and timelines for LEA participation in the Race to the Top program. LEA responses to this RFP were submitted under separate cover.

Project management and evaluation are a requirement of district participation in RTTT. These requirements are delineated in the Year 1 RFP.

Budget:

A	Program management and evaluation	Y1	Y2	Y3	Y4	Total
	Overall project management & evaluation	\$4,495,010	\$3,901,631	\$3,887,358	\$3,924,157	\$16,208,156
	Allocations to districts – grants	\$10,059,835	\$38,313,388	\$38,313,388	\$38,313,389	\$125,000,000
Project Total		\$14,554,845	\$42,215,019	\$42,200,746	\$42,237,546	\$141,208,156

Annual targets for key performance measures and/or major milestones:

- ☐ Request and approve State Scopes of Work for Year 1 – November 22, 2010
- ☐ Implement deliverology – By end of year 2010
- ☐ Hire key staff – By January 2011
- ☐ Develop project plans and evaluations – through May 2011
- ☐ Build tools for districts to report on grant progress – implement Grantium grants management system – March 2011
- ☐ Complete 16 district reviews – June 2012

B. STANDARDS AND ASSESSMENTS

Massachusetts is well poised to play a substantial role in the development of a new common college and career readiness assessment system based on common standards in English language arts and mathematics. In four years we will be prepared to administer this assessment in place of our current state assessments in those subjects.* The Massachusetts Comprehensive Assessment System (MCAS), in place since 1998, is the state's valid and reliable, standards-based, customized state assessment system. Our experienced assessment staff has expertise in psychometrics and test subject matter content and is both committed and eager to play a major role in the design, development, and implementation of the next generation common assessment system that the Partnership for Assessment of Readiness for College and Career (PARCC) will create.

nts are among the best in the nation. Yet achievement : sufficiently invested in curriculum, instruction, and : improve teaching and learning. Among our participating : and have committed to helping us to build a : arning system. As the system components are : lopment initiative facilitated through our six regional : ol Assistance Centers (DSAC) will provide a "train-the- : o disseminate resources and tools in their districts. Use

of this standards-based teaching and learning system will be mandated for Level 3 districts (those that have one or more schools in the lowest 20% of performance on MCAS), unless they can show that they already have a system of comparable scope and quality in place. Many of these tools will also be useful in helping educators to demonstrate their students' performance and growth for the purpose of evaluation.

Massachusetts has increased its four-year cohort high school graduation rate from 79.9% for the 2006 cohort to 81.5% for the 2009 cohort and has increased the percentage of high school graduates going on to higher education consistently each year for seven straight years, from 64.2% in 2003 to 72.0% in 2009. During this same time period, the Board of Elementary and Secondary Education has added a requirement that students who score *Needs Improvement* on our required high school exit tests demonstrate proficiency before graduation, added science to the battery of high school exit tests, and adopted MassCore as a recommended high school program of studies. These new requirements notwithstanding, we continue to have too many students, especially low-income and minority students, who are not ready for college and careers when they graduate from high school. We aim to reduce this variation in outcomes through four related strategies:

- ☐ Prepare more students for success after high school through exposure to rigorous curricula and college-level work, particularly in STEM fields.
- ☐ MassCore as the default curriculum for all high school students in the Commonwealth and align public 4-year college entrance requirements with MassCore.
- ☐ Build tools to monitor vocational students' progress toward career readiness.
- ☐ Assist students in making smart postsecondary choices through improved guidance and counseling

*Another commitment to testing implementation in writing. Four years from this statement was 2016.

Another component to improve graduation rates and to ensure students are ready to pursue higher education or obtain a career that provides a wage that an individual and his/her family can live on is to provide different types of learning environments that capitalize on best practices from the charters while keeping funding within the district. The Innovation Schools initiative, a key component of the groundbreaking education legislation that Governor Patrick signed in January 2010, provides educators and other stakeholders across the state with the exciting opportunity to create new in-district schools that will leverage the lessons learned from the state's top performing charter schools while keeping school funding within districts. These unique schools—which may be established by superintendents, school committees, teachers, parents, colleges and universities, charter school operators and others—will operate with increased autonomy and flexibility in the areas of curriculum, budget, school schedule and calendar, staffing (including waivers from or exemptions to collective bargaining agreements), school district policies, and professional development. In exchange for greater authority to establish the school conditions that will lead to improved teaching and learning, the operators of Innovation Schools will be held accountable for meeting annual benchmarks for student achievement and school performance.

These initiatives are broken down into the eight major projects:

1. Implementing Common Standards and Developing Common Assessments
 - a. Align all Massachusetts standards documents to the Common Core; implement and assess the new standards statewide
 - b. Participate in PARCC
2. Model curriculum maps and units
3. Build a digital library
4. Develop interim and formative assessments
5. Design curriculum-embedded performance tasks
6. Enhance competency tracking system
7. College and career readiness
 - a. Pre-AP teacher training
 - b. STEM Early College High Schools
 - c. Adopt MassCore as default curriculum and align college entrance examinations
8. Innovation schools

Key Personnel:

- 1) Implement Common Core State Standards and develop common assessments
 - a) Align standards documents and implement statewide (Julia Phelps)
 - b) Participate in PARCC (Bob Bickerton) *(retired May 2014)* *(current status unresearched)*
- Develop a teaching and learning system (Bob Bickerton and Julia Phelps)

- 2) Develop model curriculum maps and units (Julia Phelps)
 - 3) Build a digital library (Julia Phelps)
 - 4) Develop interim and formative assessments (Bob Bickerton)
 - 5) Design curriculum-embedded performance tasks (Bob Bickerton and Julia Phelps)
 - 6) Enhance competency tracking system (Bob Bickerton and John Bynoe)
 - 7) Increase college & career readiness (John Bynoe) *(current status unresearched)*
 - 8) Provide support for Innovation Schools (Jeff Wulfson)
- (retired April 2020)*

NOTE: see Chapters 04 - 06 for more "people" info.

Key activities and timelines:

Project	Start	End	Grant Year 2010-2011				Grant Year		
			Q1	Q2	Q3	Q4	2011-2012	2012-2013	2013-2014
Standards and assessments	9/10	8/14	x	x	x	x	x	x	x
1 Implementing common core standards and developing common assessments	9/10	8/14	x	x	x	x	x	x	x
a. Align all Massachusetts standards documents to the Common Core; implement and assess the new standards statewide	9/10	8/12	x	x	x	x	x	x	x
b. Participate in PARCC	9/10	8/14	x	x	x	x	x	x	x
2 Model curriculum maps and units	9/10	8/14	x	x	x	x	x	x	x
3 Build a digital library	9/10	8/14	x	x	x	x	x	x	x
4 Develop interim and formative assessment system	9/10	8/14	x	x	x	x	x	x	x
5 Design curriculum embedded performance tasks	9/10	8/14	x	x	x	x	x	x	x
6 Enhance competency tracking system (EDW)	9/10	8/14	x	x	x	x	x	x	x
7 Increase college and career readiness	9/10	8/14	x	x	x	x	x	x	x
a. Pre-AP program	9/10	8/14	x	x	x	x	x	x	x
b. STEM Early College High Schools	9/10	8/14	x	x	x	x	x	x	x
c. Adopt MassCore as default curriculum and align college entrance examinations	9/10	8/14	x	x	x	x	x	x	x
8 Innovation Schools	9/10	8/14	x	x	x	x	x	x	x

LEA Participation:

LEA participation in this area is linked to their scope of work through projects 2A-Aligning curriculum to the Common Core Standards, 4-Increase college and career readiness (6 possible projects), and 5-Help develop and implement a statewide teaching and learning system (6 possible projects). Participation in 2A is required for all districts. Participation in district projects 4A and 5A is required for those districts that elected this area in their Memorandum of Understanding (MOU).

LEA participation covers all four years of the program. See the separately enclosed guidelines for responses to the Year 1 Request for Proposals, which outlines the projects and timelines for LEA participation in the Race to the Top program. LEA responses to this RFP were submitted under separate cover.

Budget:

Standards and assessments		Y1	Y2	Y3	Y4	Total
1	Implementing common core standards and developing common assessments	\$526,758	\$56,100	\$0	\$0	\$582,858
2	Model curriculum maps & units	\$857,348	\$860,871	\$853,531	\$865,267	\$3,437,017
3	Build a digital library	\$330,252	\$580,112	\$156,100	\$106,100	\$1,172,564
4	Develop interim and formative assessment system	\$1,350,135	\$807,511	\$481,244	\$490,421	\$3,129,312
5	Design curriculum embedded performance tasks	\$765,871	\$566,386	\$522,555	\$528,908	\$2,383,719
6	Enhance competency tracking system	\$0	\$56,100	\$156,100	\$56,100	\$268,300
7	Increase college & career readiness					
7a	Pre-AP program – grants	\$260,000	\$360,000	\$360,000	\$112,000	\$1,092,000
7b	STEM ECHS – program	\$224,640	\$159,664	\$159,664	\$113,564	\$657,532
7b	STEM ECHS – grants	\$150,000	\$260,000	\$220,000	\$90,000	\$720,000
7c	Adopt MassCore as default curriculum and align college entrance examinations	\$132,856	\$134,111	\$137,966	\$141,937	\$546,870
8	Innovation Schools	\$375,000	\$375,000	\$375,000	\$375,000	\$1,500,000
Total		\$4,972,860	\$4,215,856	\$3,422,160	\$2,879,297	\$15,490,172

Annual targets for key performance measures and/or major milestones:

1. Implementing common core standards and developing common assessments

Years 1 and 2	
<input type="checkbox"/>	Hire independent panel of experts to review Common Core Standards and present results to the Board: June 2010
<input type="checkbox"/>	Board vote on adopting Common Core Standards before August 2, 2010
<input type="checkbox"/>	Receive recommendations from Curriculum Framework Review Panels to Board on adding unique MA standards and solicitation of public comment: September and October 2010
<input type="checkbox"/>	Board vote on adding any additional standards to the Common Core Standards: December 2010; full documents are the new Massachusetts Curriculum Frameworks for ELA and Mathematics
<input type="checkbox"/>	Post of new standards on website, integrate into ESE standards database, align assessment items to new Common Core Standards: January to June 2011
<input type="checkbox"/>	Complete aligning district curricula to Common Core Standards by June 2012

1b. Participate in PARCC

Year 1	Years 2 to 4
<input type="checkbox"/> With other governing states, submit PARCC application for USED funds in June 2010. <input type="checkbox"/> Assuming funding, begin work on design of system: September to December 2010	<input type="checkbox"/> Develop, pilot, and set standards for PARCC assessments in English language arts and mathematics <input type="checkbox"/> Continue to administer MCAS in ELA and mathematics, making the transition to PARCC by including on MCAS items that are aligned to both <input type="checkbox"/> Continue to administer MCAS in science at grades 5, 8, and high school, developing new assessment items as needed to align with new state standards or, if Common Core Standards are developed for science, making a similar transition as for ELA and math <input type="checkbox"/> Implement MCAS history assessments at grades 5, 7, and high school (pending state funding) <input type="checkbox"/> PARCC assessments in ELA and mathematics replace MCAS in 2014-2015 school year

2. Model curriculum maps and units

Year 1	Year 2	Year 3	Year 4
<input type="checkbox"/> Align curriculum maps for ELA and mathematics with Common Core standard <input type="checkbox"/> Build curriculum maps with educators <input type="checkbox"/> Disseminate Common Core Standards (CCS) through regional roundtables, webinars, and statewide curriculum summits	<input type="checkbox"/> Align English language proficiency standards for English language learners to Common Core ELA standards <input type="checkbox"/> Revise science standards; add literacy standards from CCS to history/social science, health, and arts <input type="checkbox"/> Publish model curriculum maps (one for each content area; ELA, math, science, history/social studies) <input type="checkbox"/> Pilot additional units linked to resources in the digital library <input type="checkbox"/> Conduct roundtables, webinars, and summits to discuss CCS implementation in schools, goals and structure of PARCC	<input type="checkbox"/> Align academic strand of career/vocational technical standards to CCS <input type="checkbox"/> Publish curriculum units and continue to publish additional model curriculum maps <input type="checkbox"/> Conduct roundtables, webinars, and summits to present formative and interim assessments, curriculum resources <input type="checkbox"/> Launch train-the-trainer model for implementing the model curriculum through DSACs and professional learning communities	<input type="checkbox"/> Align foreign languages standards to CCS <input type="checkbox"/> Standards-based model curricula will be adopted in all Level 3 districts <input type="checkbox"/> Conduct roundtables, webinars, and summits on the transition to PARCC <input type="checkbox"/> Continue train-the-trainer on model curriculum implementation <input type="checkbox"/> Publish curriculum units and continue to publish additional model curriculum maps

3. Build a digital library

Year 1	Year 2	Year 3	Year 4
<input type="checkbox"/> Expand WGBH Teacher's Domain	<input type="checkbox"/> Expand digital library to include videos of effective teaching practices and a social media environment	<input type="checkbox"/> Expand digital library to include links to Massachusetts museums and cultural institutions	<input type="checkbox"/> Continue to add and improve resources in the Digital Library

4. Develop interim and formative assessments¹

Year 1	Year 2	Year 3	Year 4
Collect requirements and design system for interim assessments	<input type="checkbox"/> Launch development of interim assessment tools for ELA and math grades 3–8 <input type="checkbox"/> Support LEA implementation of interim assessments <input type="checkbox"/> Purchase, develop, and/or configure assessment system <input type="checkbox"/> Pilot online assessment system	<input type="checkbox"/> Online formative and interim assessment system fully operational; extensive PD available on using the system to improve student achievement	<input type="checkbox"/> Online interim and formative assessment system in use in all Level 3 districts <input type="checkbox"/> Continue to provide PD on using the system to improve student achievement

5. Design curriculum-embedded performance tasks

Year 1	Year 2	Year 3	Year 4
<input type="checkbox"/> Develop, solicit, and review, curriculum-embedded performance tasks <input type="checkbox"/>	<input type="checkbox"/> Publish tasks with student work samples <input type="checkbox"/> Continue to solicit and review, curriculum-embedded performance tasks; begin pilot-testing tasks <input type="checkbox"/> Pilot electronic submission of student work and scores	<input type="checkbox"/> Continue previous work on curriculum-embedded performance tasks and add statewide field tests, matrix-sampled tasks, score auditing, and publication of required tasks in Year 4	<input type="checkbox"/> Continue previous work on curriculum-embedded performance tasks

6. Enhance competency tracking system

Year 1	Year 2	Year 3	Year 4
n/a	n/a	<input type="checkbox"/> Contractor hired to implement enhancements to the Competency Tracking System	Enhanced Competency Tracking System fully operational

7. College and career readiness

Year 1	Year 2	Year 3	Year 4
<input type="checkbox"/> LEAs and college partnerships chosen for STEM ECHS; planning phase begins <input type="checkbox"/> Intermediary(ies) chosen to support start-up of ECHS <input type="checkbox"/> ESE identifies lead partner(s) in providing pre-AP training; 1,000	<input type="checkbox"/> STEM ECHSs enroll the first cohort of students <input type="checkbox"/> Year 2 of pre-AP training	<input type="checkbox"/> STEM ECHSs enroll the second cohort of students; first class of students graduates with college credit <input type="checkbox"/> Year 3 of pre-AP training	<input type="checkbox"/> STEM ECHSs enroll third cohort; second class of students graduates with college credit

¹ Massachusetts is willing to lead a consortium of states interested in building or adapting an existing online interim/formative assessment system and will be exploring options with members of PARCC.

Year 1	Year 2	Year 3	Year 4
educators receive first year of training			
<input type="checkbox"/> LEAs use RTTT funds to implement MassCore	<input type="checkbox"/> LEAs use RTTT funds to implement MassCore <input type="checkbox"/> BESE and BHE vote on default curriculum, college admission requirements	<input type="checkbox"/> LEAs use RTTT funds to implement MassCore	<input type="checkbox"/> LEAs use RTTT funds to implement MassCore
<input type="checkbox"/> First cohort of high schools and colleges join and use YourPlanforCollege for college and career planning <input type="checkbox"/> LEAs use RTTT funds to provide PD for counselors	<input type="checkbox"/> Second cohort joins YourPlanforCollege; portal expanded to include a middle school module <input type="checkbox"/> LEAs use RTTT funds to provide PD for counselors	<input type="checkbox"/> LEAs use RTTT funds to provide PD for counselors	<input type="checkbox"/> LEAs use RTTT funds to provide PD for counselors <input type="checkbox"/> All high school students in Massachusetts have a college and career plan

8. Innovation schools

The activities and performance benchmarks under this project will focus on providing planning and research grants and then follow-on implementation grants to districts and schools that wish to explore and then implement an Innovation School.

Any district is eligible to use their local RTTT funds to support planning and implementation activities, with no selection or additional application process.

Planning and implementation grants using state RTTT funds will also be distributed through competitive grant processes to participating districts. ESE anticipates supporting the establishment of two cohorts of Innovation Schools: one cohort that will begin planning in SY10–11 and another that will begin in SY11–12.

Performance Measures	Actual Data: Baseline	End of SY 2010–11	End of SY 2011–12	End of SY 2012–13	End of SY 2013–14
% of LEAs implementing the Common Core Standards	n/a	n/a	100%	100%	100%
% of Massachusetts standards documents aligned to the Common Core	0%	22%	44%	67%	100%
% of grades and subjects with at least one model curriculum unit	0%	25%	50%	75%	100%
Number of state published model curriculum maps	0	0	4	8	12
Number of curriculum embedded performance tasks developed	n/a	25	50	75	100

% of LEAs participating in the teaching and learning system project that are using one or more component of the teaching and learning system, other than the EDW (<i>also a performance measure for C2</i>)	n/a	n/a	n/a	20%	90%
% of participating LEAs using the interim / formative assessment system	n/a	n/a	35%	75%	75%
% of participating LEAs using curriculum-embedded performance tasks	n/a	n/a	20%	50%	75%
% of high school graduates successfully completing MassCore	50%	55%	65%	75%	85%
Number of Early College High Schools (ECHS) established as a direct result of Race to the Top funding	n/a	n/a	6	6	6
Number of teachers participating in pre-AP training	n/a	1,000	1,000	1,000	1,000
MassCore established as the default curriculum and aligned with four-year college entrance requirements	n/a	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
% of high school students with a plan on <i>YourPlanforCollege.com</i> or a similar college and career readiness planning tool	n/a	10%	35%	50%	75%

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

Massachusetts anticipated the rapidly growing importance of high quality data to inform policy and decisions at the beginning of the prior decade. Since that time, we have made significant progress in building more comprehensive data systems, primarily at state expense. Now, to achieve our vision of education reform and reduce the variation in student outcomes, we must enhance our strategic and timely use of data and information to better support teaching and learning and educational policy decisions. Without reliable data about our students, educators, and services, we remain limited in our ability to deliver effective interventions when and where they are most needed. To that end we aim to build a system over the next four years that will enable all 80,000 K–12 educators to use data to inform their decision-making and target instruction; link data from the ESE to the Departments of Early Education and Care and Higher Education; provide near real time data to policy leaders, district and school administrators and teachers; and improve the usability of the ESE public data profiles.

The Schools Interoperability Framework (SIF), a common education data-sharing protocol, facilitates the delivery of “near real time” data to Education Data Warehouse (EDW) users. Building upon work already completed under an earlier Longitudinal Data Systems grant, ESE will work with LEAs to procure the services of a reliable SIF vendor capable of rolling out SIF statewide. By the end of four years, every LEA will transmit data from SIS, HR, and other LEA data systems to ESE through SIF. We will integrate the collection of School Safety and Discipline Report (SSDR) data into ESE’s SIF infrastructure and establish a foundation for future cross-agency data integration that provides data to support the vision of the Readiness Passport. We will also work with vendors and the Department of Early Education and Care to implement SIF solutions that will ultimately allow for seamless integration of PreK–12 data, and also enable their participation in the teaching and learning system described in Section B3.

ESE will work with LEAs to provide an integrated technology and data platform that supports the adoption and implementation of the state’s instructional improvement system in every school and classroom. Many Massachusetts LEAs are experienced users of currently available instructional improvement systems, particularly for formative and interim assessment. We will build upon their knowledge and experience as we develop and implement a more comprehensively integrated system for all to access. ESE support and training is particularly critical for many smaller and mid-size LEAs to take advantage of the new system and to benefit from economies of scale. ESE must also make more information available to researchers, so that we can continuously assess the impact of the system on student performance and identify best practices and priorities for improvement.

We will provide educators with comprehensive training to support the effective use of the data systems developed to support the PreK–12 teaching and learning system. The training curriculum will include modules for each system: data dashboards, the EDW, the digital library, and the teaching and learning system. Training participants will view the training modules as one cohesive and seamless training system built upon the District Data Toolkit already delivered by ESE.

The key projects under this initiative are:

1. Transform State Data System
 - a. Expand educator data warehouse (EDW) capacity
 - b. Build educator portals
 - c. Allow ELAR/MEPID updates
 - d. Enhanced web
 - e. Rollout the Schools Interoperability Framework (SIF)
2. Data systems and technology for teaching and learning system
 - a. Teaching and learning system - technology side
3. Educator supports and training for Data Use
 - a. Educator training on data use

Key Personnel:

Executive Sponsor: Jeff Wulfson, Deputy Commissioner

Key activities and timelines:

Project	Start	End	Grant Year 2010-2011				Grant Year		
			Q1	Q2	Q3	Q4	2011-2012	2012-2013	2013-2014
Data systems to support instruction	9/10	9/14	x	x	x	x	x	x	x
1 Transform State Data System									
a. Expand EDW capacity	9/10	9/14	x	x	x	x	x	x	x
b. Build educator portals	9/10	9/14	x	x	x	x	x	x	x
c. Allow ELAR/MEPID updates	9/10	9/14	x	x	x	x	x	x	x
d. Enhanced web	9/10	9/14	x	x	x	x	x	x	x
e. Roll out the SIF	9/10	9/14	x	x	x	x	x	x	x
2 Data systems and technology for T&L System									
a. Teaching and learning system - technology side	9/10	9/14	x	x	x	x	x	x	x
3 Educator supports for data use									
a. Educator training on data use	9/10	9/14	x	x	x	x	x	x	x

LEA Participation:

LEA participation in this area is linked to the district scopes of work through projects in assurance area 3: Use data to inform instruction. LEAs must agree to implement the Schools Interoperability Framework (SIF) in one of the four years of the program. Participation in other projects associated with this assurance area is not mandatory and district participation could span all four years.

See the separately enclosed guidelines for responses to the Year 1 Request for Proposals, which outlines the projects and timelines for LEA participation in the Race to the Top program. LEA responses to this RFP were submitted under separate cover.

Budget:

C	Data systems to support instruction	Y1	Y2	Y3	Y4	Total
1	Transform state data systems					
1a	Educator Data Warehouse capacity	843,905	\$1,048,886	\$714,291	\$160,195	\$2,767,278
1b	Educator portals	\$330,656	\$209,168	\$474,644	\$118,600	\$1,133,067
1c	ELAR/MEPID updates	\$816,300	\$1,073,240	\$936,234	\$449,935	\$3,275,709
1d	Enhanced Web	\$1,024,311	\$806,153	\$534,640	\$0	\$2,365,104
1e	SIF	\$2,109,594	\$1,774,936	\$1,079,878	\$0	\$4,964,408
	<i>Subtotal</i>	<i>\$5,124,766</i>	<i>\$4,912,383</i>	<i>\$3,739,687</i>	<i>\$728,730</i>	<i>\$14,505,566</i>
2	Data systems & tech for T&L system					
2a	Teaching & learning system - tech side	\$2,507,511	\$5,472,811	\$2,810,019	\$1,720,271	\$12,510,612
	<i>Subtotal</i>	<i>\$2,507,511</i>	<i>\$5,472,811</i>	<i>\$2,810,019</i>	<i>\$1,720,271</i>	<i>\$12,510,612</i>
3	Educator supports for data use					
3a	Educator training on data use	\$1,352,142	\$578,468	\$1,676,212	\$1,243,012	\$4,849,833
	<i>Subtotal</i>	<i>\$1,352,142</i>	<i>\$578,468</i>	<i>\$1,676,212</i>	<i>\$1,243,012</i>	<i>\$4,849,833</i>
<i>Project total</i>		<i>\$8,984,419</i>	<i>\$10,963,662</i>	<i>\$8,225,918</i>	<i>\$3,692,013</i>	<i>\$31,866,011</i>

Annual targets for key performance measures and/or major milestones:

1. Transform State Data System

Strategy	Year 1	Year 2	Year 3	Year 4
Add data and reports the EDW to better support the needs of its 80,000 users	<input type="checkbox"/> Evaluate dashboard software <input type="checkbox"/> Reengineer the Educator Data Warehouse (through SLDS funding) to mitigate problems with performance and reporting	<input type="checkbox"/> Research requirements for educator dashboards <input type="checkbox"/> Analyze requirements for additional data sets	<input type="checkbox"/> Build dashboards <input type="checkbox"/> Design and implement additional data sets	<input type="checkbox"/> Roll out dashboards <input type="checkbox"/> Roll out reports based on additional data sets

Strategy	Year 1	Year 2	Year 3	Year 4
Improve the usability and efficiency of ESE's public data Profiles	<input type="checkbox"/>	<input type="checkbox"/> Collect and evaluate user preferences and finalize web design <input type="checkbox"/> Redesign navigation and validate prototype with sample users <input type="checkbox"/>	<input type="checkbox"/> Re-architect and streamline data flows into Profiles <input type="checkbox"/> Migrate 60% of Profiles features	<input type="checkbox"/> Migrate remaining 40% of Profiles features <input type="checkbox"/> Continue to implement changes based on user feedback
Increase the timeliness and accuracy of data	<input type="checkbox"/> Implement SIF in 82 LEAs <input type="checkbox"/> Update MA SIF profile	<input type="checkbox"/> Implement SIF in an additional 24 LEAs <input type="checkbox"/> Gather requirements for additional discipline data	<input type="checkbox"/> Implement SIF in an additional 112 LEAs <input type="checkbox"/> Pilot collection of discipline data through SIF	<input type="checkbox"/> Roll out collection of discipline data through SIF

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Number of data sets available in EDW	3	3	4	5	6
Percent of districts using EDW data to improve instruction, assessment, and operations	40%	55%	75%	90%	100%
Percent increase in Profiles traffic after usability improvements and addition of finance and district comparison data	0%	0%	5%	10%	15%
Number of LEAs implementing Schools Interoperability Framework	40	122	146	258	258

2. Data systems and technology for Teaching and Learning System (T&L) and 3. Educator supports and training for data use

Strategy	Year 1	Year 2	Year 3	Year 4
Invest in the data systems and technology necessary to support the statewide PreK-12 teaching and learning system	<input type="checkbox"/> Document functional, access, and performance requirements including analysis of current LEA	<input type="checkbox"/> Finalize architecture <input type="checkbox"/> Create detailed system designs <input type="checkbox"/> Begin developing the system <input type="checkbox"/> Begin adding	<input type="checkbox"/> Develop and validate the system and integrate into the EDW; design data reporting <input type="checkbox"/> Complete and evaluate	<input type="checkbox"/> Evaluate impact of state-built instructional system <input type="checkbox"/> Plan test builder rollout to all LEAs

	implementations <input type="checkbox"/> Evaluate options, begin defining architecture, purchase licenses <input type="checkbox"/> Engage contractor(s) <input type="checkbox"/> Begin preparing resources to the Digital Library (see B3)	resources to the Digital Library	the pilot, modify as needed <input type="checkbox"/> Connect Digital Library resources to other elements of the teaching & learning system <input type="checkbox"/> Launch test builder	
Strengthen and expand educator training and supports for data use	<input type="checkbox"/> Develop a data training implementation plan <input type="checkbox"/> Hire data specialists in DSACs <input type="checkbox"/> Review districts on effective data use	<input type="checkbox"/> Enhance online course delivery infrastructure <input type="checkbox"/> Revise courses as indicated and make available face-to-face and online <input type="checkbox"/> Review districts on data use <input type="checkbox"/>	<input type="checkbox"/> Continue course delivery <input type="checkbox"/> Determine which trainings developed under section B, D and E initiatives are priorities for adaptation to online delivery <input type="checkbox"/> Develop curricula for courses on the PreK–12 teaching and learning system; pilot the courses and train trainers <input type="checkbox"/> Review districts on effective data use <input type="checkbox"/> Data team leader endorsement to licensure available	<input type="checkbox"/> Continue course delivery <input type="checkbox"/> Adapt and implement additional courses for online delivery <input type="checkbox"/> Review districts on effective data use
Make state longitudinal data available to researchers	<input type="checkbox"/> Continue existing processes of providing confidential data to researchers	<input type="checkbox"/> Continue existing processes of providing confidential data to researchers <input type="checkbox"/> Discuss req'ts with researchers	<input type="checkbox"/> Develop processes and protocols for sharing more detailed aggregate data with researchers	<input type="checkbox"/> Build detailed data files and begin providing data sets to researchers

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
% of LEAs using EDW to inform instructional decisions	60%	70%	80%	90%	100%
# of educators trained on how to effectively use data and instructional tools to improve student achievement and growth	100	1,000	5,000	10,000	25,000
% of participating LEAs participating in the teaching and learning system project that are using one or more components of the system, other than the EDW (<i>also a performance measure for B3</i>)	n/a	n/a	n/a	20%	90%
Percentage of user visits during which the teaching & learning system meets published service level agreements for:					
• Availability: continuously available other than at scheduled maintenance times	n/a	n/a	n/a	99%	99%
• Responsiveness: loads pages in less than 3 seconds	n/a	n/a	n/a	95%	99%
• Usability: easy to use and navigate	n/a	n/a	n/a	95%	100%

D. GREAT TEACHERS AND LEADERS

Massachusetts will only close its achievement gap when instruction in every classroom is uniformly strong. Too many students, typically those living in poverty, learning English as a second language, or struggling with disabilities, are still too often taught by teachers ill-prepared to teach them effectively, in schools led by principals unable to make their schools meet the needs of every student.

To change this over the next four years, Massachusetts will institute a series of intertwined statewide policy reforms to attract, develop, mentor, support, and retain an effective, academically capable, diverse, and culturally proficient educator workforce. To achieve these reforms, Massachusetts will:

- ☐ Develop a performance-based, comprehensive annual statewide evaluation process for teachers and principals, and provide training and support to ensure its effective implementation in every school.
- ☐ Review and enhance teacher induction policies and revise the licensure system for principals.
- ☐ Provide the most underserved students with access to the most effective teachers and principals.
- ☐ Strengthen and expand effective educator preparation programs and improve or close the one that are ineffective.
- ☐ Develop a comprehensive professional development system to support effective implementation of our objectives.

Our approach assumes that there is a range of effectiveness among teachers and principals, and that too few supervisors currently credibly identify where each individual falls within that range or provide actionable feedback. Four years from now, each district in the Commonwealth will evaluate teachers and principals annually, using student performance measures as a significant factor and at least three rating categories for each individual educator. Evaluations will be used to make key personnel decisions related to tenure, improvement planning, career ladder opportunities, compensation for new roles and responsibilities, and dismissal when adequate improvement does not occur. We will invest heavily in support for evaluators and provide training in evaluation protocols, including classroom observations, and offer coaching through a cadre of master evaluators employed by the state. Finally, we will link evaluation feedback to opportunities (e.g., coaching, professional development) and resources (e.g., data, curriculum materials) for improvement.

To ensure that all students receive high quality curriculum and instruction we need to get more highly effective teachers and leaders into all of our schools, with a particular focus on high poverty, high minority districts, and the fields in which we face critical shortages (ESL, special education and STEM). We will do so by pursuing three intertwined strategies: setting ambitious but achievable targets and holding districts accountable for meeting them; strategically employing incentives to recruit and retain great teachers and leaders in high poverty/high minority schools and shortage fields; and strengthening the ways in which new recruits are brought into the classroom and supported. Taken together, our focus on targets, incentives and

supports will help us close the achievement gap by ensuring that our most underserved students in our most underserved schools and districts will be taught and led by our most effective teachers and leaders.

In an effort to ensure that all students have access to well prepared and effective educators, we will expand effective educator preparation programs and improve or close ineffective programs. This will be done through expansion grants for new and existing programs and a new accountability system for educator preparation program approval. We will also devote resources for support of educators in the implementation of initiatives and a new comprehensive professional development system statewide.

In summary, there are four major projects for the state's work to build a workforce of effective educators:

1. Improve teacher and principal effectiveness based on performance
 - a. Create a new evaluation framework, technical assistance, & implementation
 - b. Superintendent induction program
 - c. Create an improved performance-based licensure system
2. Ensure equitable distribution of effective teachers and principals
 - a. Equitable distribution – general
 - b. Incentives for effective educators
 - c. National Board Certification grants
 - d. Online mentoring
 - e. SPED/ELL courses
 - f. U-Teach
 - g. Improved recruitment tools and resources
3. Improve the effectiveness of teacher and principal preparation programs
4. Professional development for educators
 - a. Professional development for educators – operations
 - b. PLC expansion

Key Personnel:

Executive sponsor for improving teacher and principal effectiveness, ensuring equitable distribution, and improving preparation programs: Claudia Bach, Director of Educator Policy, Preparation, and Leadership

Executive sponsor for professional development: Julia Phelps, Associate Commissioner

Key activities and timelines:

Project	Start	End	Grant Year 2010-2011				Grant Year		
			Q1	Q2	Q3	Q4	2011-2012	2012-2013	2013-2014
Great teachers and leaders - building a workforce of effective educators	9/10	9/14	x	x	x	x	x	x	x
1 Improve teacher and principal effectiveness	9/10	9/14	x	x	x	x	x	x	x
1a <i>Create new evaluation framework, technical assistance, and implementation</i>	9/10	9/14	x	x	x	x	x	x	x
1b <i>Superintendent induction program</i>	9/10	9/14	x	x	x	x	x	x	x
1c <i>Create an improved performance-based licensure system</i>	9/10	9/14	x	x	x	x	x	x	x
2 Ensure equitable distribution of effective teachers and principals	9/10	9/14	x	x	x	x	x	x	x
2a <i>Equitable distribution – general</i>	9/10	9/14	x	x	x	x	x	x	x
2b <i>Incentives for effective educators</i>	9/11	9/14					x	x	X
2c <i>National Board certification</i>	9/10	9/14	x	x	x	x	x	x	x
2d <i>Online mentoring</i>	9/11	9/14					x	x	x
2e <i>SPED/ELL courses</i>	4/11	9/14			x	x	x	x	x
2f <i>U-Teach</i>	9/10	9/14	x	x	x	x	x	x	x
2g <i>Improved recruitment tools and resources</i>	9/11	9/14					x	x	x
3 Preparation program effectiveness	9/10	9/14	x	x	x	x	x	x	x
4 Professional development for educators	9/10	9/14	x	x	x	x	x	x	x
4a <i>Professional development for educators – operations</i>	9/10	9/14	x	x	x	x	x	x	x
4b <i>PLC expansion</i>	9/10	9/14	x	x	x	x	x	x	x

LEA Participation:

LEA participation in this area is linked to the district scopes of work through projects in assurance areas 1-Improve teacher and principal effectiveness based on performance; 2-Ensure effective teachers in leaders in every school and classroom; and 6-Turn around the lowest achieving schools. District participation is mandatory for Project 1A, 2A, and 2B and activity for LEAs will happen in all four years. Some projects are only available for Level 2 and 3 districts (Project 1B – Pilot a model, aligned human resource system) or Level 3 and 4 (Project 2J- Participate in a network for principals of high need schools), and many projects start in Year 2 after the state's development of a program.

See the separately enclosed guidelines for responses to the Year 1 Request for Proposals, which outlines the projects and timelines for LEA participation in the Race to the Top program. LEA responses to this RFP were submitted under separate cover.

Budget:

D	Building a workforce of Effective Educators	Y1	Y2	Y3	Y4	Total
1	Improve teacher and principal effectiveness based on performance					
1a	Eval framework & impl – program	\$4,572,100	\$2,729,900	\$2,248,800	\$2,248,800	\$11,799,600
1a	Eval framework & impl – grants	\$0	\$700,000	\$550,000	\$450,000	\$1,700,000
1b	Superintendent induction program	\$0	\$116,100	\$226,100	\$226,100	\$568,300
1c	Performance-based licensure system	\$506,100	\$506,100	\$506,100	\$506,100	\$2,024,400
	<i>Subtotal</i>	<i>\$5,078,200</i>	<i>\$4,052,100</i>	<i>\$3,531,000</i>	<i>\$3,431,000</i>	<i>\$16,092,300</i>
2	Ensure equitable distribution of effective teachers and principals					
2a	Equitable distribution – state activities	\$620,434	\$210,235	\$370,191	\$218,062	\$1,418,921
2b	Incentives for effective educators – grants	\$0	\$0	\$500,000	\$2,050,000	\$2,550,000
2c	National Board Certification – grants	\$62,500	\$62,500	\$62,500	\$62,500	\$250,000
2d	Online mentoring	\$0	\$416,667	\$416,667	\$416,666	\$1,250,000
2e	SPED/ELL courses – program	\$406,100	\$0	\$0	\$0	\$406,100
2e	SPED/ELL courses – grants	\$0	\$800,000	\$1,200,000	\$1,600,000	\$3,600,000
2f	U-Teach	\$506,100	\$506,100	\$506,100	\$506,100	\$2,024,400
2g	Improved recruitment tools and resources – State activities	\$406,340	\$410,960	\$423,040	\$435,483	\$1,675,823
	<i>Subtotal</i>	<i>\$2,001,474</i>	<i>\$2,406,462</i>	<i>\$3,478,498</i>	<i>\$5,288,811</i>	<i>\$13,175,244</i>
3	Improve the effectiveness of teacher and principal preparation programs					
3a	Prep program effectiveness – program	\$337,756	\$495,403	\$324,445	\$274,545	\$1,432,149
3a	Prep program effectiveness – grants	\$1,250,000	\$1,250,000	\$1,250,000	\$1,250,000	\$5,000,000
	<i>Subtotal</i>	<i>\$1,587,756</i>	<i>\$1,745,403</i>	<i>\$1,574,445</i>	<i>\$1,524,545</i>	<i>\$6,432,149</i>
4	Professional development for educators					
4a	Professional development – state activities	\$1,826,644	\$1,825,039	\$1,832,261	\$1,833,387	\$7,317,331
4b	PLC expansion	\$406,100	\$206,100	\$206,100	\$0	\$818,300
	<i>Subtotal</i>	<i>\$2,232,744</i>	<i>\$2,031,139</i>	<i>\$2,038,361</i>	<i>\$1,833,387</i>	<i>\$8,135,631</i>
	<i>Project total</i>	<i>\$10,900,174</i>	<i>\$10,235,104</i>	<i>\$10,622,304</i>	<i>\$12,077,743</i>	<i>\$43,835,325</i>

Annual targets for key performance measures and/or major milestones:

1. Improve teacher and principal effectiveness based on performance

Year 1	Year 2	Year 3	Year 4
<input type="checkbox"/> Extend growth model to all LEAs statewide <input type="checkbox"/> Track student results by individual teachers and principals by linking student and educator data	<input type="checkbox"/> Establish district exemplars for measuring growth in non-tested subjects <input type="checkbox"/> Implement student performance measures for non-MCAS subjects	<input type="checkbox"/> Continue support for measuring student growth in all subject areas <input type="checkbox"/> Deploy test builder engine and item banks statewide <input type="checkbox"/> Issue guidance in how to use test builder engine and item banks for measuring student growth	<input type="checkbox"/> Continue to gather and disseminate non-tested subject best practices
<input type="checkbox"/> Establish Task Force to advise/develop new statewide Evaluation Framework (regulations and guidelines) <input type="checkbox"/> Develop measures of effectiveness for both principals and teachers <input type="checkbox"/> Adopt new educator evaluation regulations <input type="checkbox"/> Develop new educator evaluation framework/guidelines with rubrics <input type="checkbox"/> Develop default model of evaluation available for district implementation	<input type="checkbox"/> Begin tiered implementation of new evaluation framework/guidelines <input type="checkbox"/> Provide technical assistance and training for new evaluation guidelines	<input type="checkbox"/> Continue to provide technical assistance and training for ongoing implementation of new evaluation guidelines	<input type="checkbox"/> Continue to provide technical assistance and training for statewide implementation of new evaluation guidelines

Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> <input type="checkbox"/> Begin developing training modules for principals and teachers on implementing effective evaluation plans <input type="checkbox"/> Train cadre of evaluation coaches <input type="checkbox"/> LEAs form Evaluation Working groups <input type="checkbox"/> Launch 3-year induction program for superintendents (no cost for Level 3 & 4 districts) 	<ul style="list-style-type: none"> <input type="checkbox"/> Create training modules for principals and teachers on implementing effective evaluation plans <input type="checkbox"/> Adopt the educator evaluation framework in all participating LEAs <input type="checkbox"/> Implement the new evaluation system in Level 4 schools <input type="checkbox"/> Conduct hands on training through DSACS on new evaluation framework <input type="checkbox"/> Collect and analyze LEA evaluation plans <input type="checkbox"/> Provide professional development opportunities for school leaders on becoming effective evaluators <input type="checkbox"/> Collect LEA evaluation results noting equitable distribution of educators <input type="checkbox"/> Provide searchable educator contract database and evaluation protocols <input type="checkbox"/> Deploy evaluation coaches to work with LEA evaluation teams through the DSACS <input type="checkbox"/> Extend superintendent induction program to Level 1 and Level 2 districts on a fee basis <input type="checkbox"/> LEAs use evaluation to target professional development to educators 	<ul style="list-style-type: none"> <input type="checkbox"/> Refine training modules for principals and teachers on implementing effective evaluation plans <input type="checkbox"/> All participating LEAs implement evaluation systems statewide <input type="checkbox"/> Provide online LEAs best practices of new evaluation framework <input type="checkbox"/> Conduct hands on training through DSACS on new evaluation framework <input type="checkbox"/> Continue to provide evaluation coaches through the DSACS <input type="checkbox"/> LEAs use evaluation to target professional development to educators <input type="checkbox"/> Superintendent Induction Program continues for all districts 	<ul style="list-style-type: none"> <input type="checkbox"/> Refine training modules for principals and teachers on implementing effective evaluation plans <input type="checkbox"/> Refine measures of student performance in LEA evaluation systems <input type="checkbox"/> Conduct hands on training through DSACS on new evaluation framework <input type="checkbox"/> Continue to provide evaluation coaches through the DSACS <input type="checkbox"/> LEAs use evaluation to target professional development to educators <input type="checkbox"/> Superintendent Induction Program continues for all districts

Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> <input type="checkbox"/> Adopt regulations for principal standards and performance indicators <input type="checkbox"/> Begin developing principal performance assessments and portfolio for licensure <input type="checkbox"/> Begin creating HR systems models/pilots 	<ul style="list-style-type: none"> <input type="checkbox"/> Adopt regulations for tiered principal licensure system and career ladder <input type="checkbox"/> Begin developing framework for teacher leader endorsements & career ladder, including any necessary regulatory change <input type="checkbox"/> Develop teacher leader performance assessments and portfolio systems, <input type="checkbox"/> Continue to create HR systems models/pilots <input type="checkbox"/> Provide additional supports to districts for improving their HR systems, such as coaching and an HR toolkit 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin field-testing teacher leader performance assessment and portfolio systems <input type="checkbox"/> Review induction policies <input type="checkbox"/> Adopt regulations for teacher leader endorsements <input type="checkbox"/> Begin field-testing principal performance assessment and portfolio systems <input type="checkbox"/> Continue to create HR systems models/pilots <input type="checkbox"/> Continue to provide additional supports to districts for improving their HR systems, such as coaching and an HR toolkit 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement teacher leader endorsement and performance assessment system <input type="checkbox"/> Implement principal performance assessment and portfolio systems <input type="checkbox"/> Continue to create HR systems models/pilots; disseminate exemplars of usage of HR models <input type="checkbox"/> Continue to provide additional supports to districts for improving their HR systems, such as coaching and an HR toolkit

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Baseline data and annual targets					
Percentage of participating LEAs that measure student growth (as defined in this notice).	100%	100%	100%	100%	100%
Percentage of participating LEAs with qualifying evaluation systems for teachers.	0%	0%	4.4%	100%	100%
Percentage of participating LEAs with qualifying evaluation systems for principals.	0%	0%	4.4%	100%	100%
Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	--	--	--	--	--
<input type="checkbox"/> Developing teachers and principals.	n/a	n/a	100%	100%	100%
<input type="checkbox"/> Compensating teachers and principals.	n/a	n/a	100%	100%	100%
<input type="checkbox"/> Promoting teachers and principals.	n/a	n/a	100%	100%	100%
<input type="checkbox"/> Retaining effective teachers and principals.	n/a	n/a	100%	100%	100%
<input type="checkbox"/> Granting tenure and/or full certification (where applicable) to teachers and principals.	n/a	n/a	100%	100%	100%
<input type="checkbox"/> Removing ineffective tenured and untenured teachers and principals.	n/a	n/a	100%	100%	100%

2. Ensure equitable distribution of effective teachers and principals

Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> <input type="checkbox"/> Adopt exchange policies for enabling effective educators to move to high poverty districts <input type="checkbox"/> Expand instructional leadership training (NISL) <input type="checkbox"/> Collect EPIMS and TEQIP data to monitor equitable distribution <input type="checkbox"/> Publish <i>Status</i> report <input type="checkbox"/> Expand National Board certified and other master educators <input type="checkbox"/> Plan for implementation of the Teacher Incentive Fund (TIF) in Boston and Springfield turnaround schools 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct Mass TeLLS survey results and publish results <input type="checkbox"/> Convene statewide diversity summit and formulate action agenda and indicators with Readiness Centers <input type="checkbox"/> Expand aMAzing teachers recruitment website and revise Massachusetts Educators Career Center Develop and implement recruitment and retention incentives for educators in high poverty and high minority schools <input type="checkbox"/> Implement exchange policies for effective educators <input type="checkbox"/> Launch support network for principals in high need schools <input type="checkbox"/> Continue NISL training <input type="checkbox"/> In TIF schools, begin piloting group and individual rewards systems 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue support network for principals <input type="checkbox"/> Continue implementing exchange policies for effective educators <input type="checkbox"/> Disseminate exemplars of school conditions and culture initiatives <input type="checkbox"/> LEAs develop action plans for improving school culture based on results from Mass TeLLS survey <input type="checkbox"/> Publish <i>Status</i> report <input type="checkbox"/> Continue NISL training <input type="checkbox"/> In TIF schools, agree on details of individual performance awards and use educator evaluation data to prioritize the assignment of effective teachers to TIF schools 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue support network for principals <input type="checkbox"/> Continue implementing exchange policies for effective educators <input type="checkbox"/> Conduct Mass TeLLS survey results and publish results <input type="checkbox"/> LEAs develop action plans for improving school culture based on results from Mass TeLLS survey <input type="checkbox"/> Continue NISL training <input type="checkbox"/> Develop and implement online network for Level 4 educators to share best practices for school turnaround efforts <input type="checkbox"/> In TIF schools, continue implementing performance awards and new assignment practices
<ul style="list-style-type: none"> <input type="checkbox"/> Create STEM-focused educator preparation site (UTeach) <input type="checkbox"/> Begin developing online competency-based special education and ESL courses 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement competitive grant fund for expanding proven models of educator preparation programs <input type="checkbox"/> Complete development of online competency-based special education and ESL courses <input type="checkbox"/> Continue UTeach Develop online courses for mentors of ESL, special education, and STEM field teachers 	<ul style="list-style-type: none"> <input type="checkbox"/> License 234 new ESL and special education teachers <input type="checkbox"/> Continue UTeach <input type="checkbox"/> Train cadre of ESL and special education field coaches <input type="checkbox"/> Implement online competency-based special education and ESL courses 	<ul style="list-style-type: none"> <input type="checkbox"/> Support 10–15 working conditions/school climate teams <input type="checkbox"/> License 234 new ESL and special education teachers through new online courses (total of 468 over the four years) <input type="checkbox"/> Produce 250 new STEM teachers through UTeach

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Baseline data and annual targets					
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	10%	n/a	15%	17%	20%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	15%	n/a	18%	20%	23%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	35%	n/a	27%	22%	10%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	20%	n/a	18%	15%	10%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	7%	n/a	11%	15%	25%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	12%	n/a	15%	18%	25%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	35%	n/a	25%	19%	12%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	15%	n/a	14%	12%	10%
Percentage of mathematics teachers who were evaluated as effective or better.	75%	n/a	79%	83%	88%
Percentage of science teachers who were evaluated as effective or better.	75%	n/a	79%	83%	88%
Percentage of special education teachers who were evaluated as effective or better.	65%	n/a	70%	75%	85%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	65%	n/a	70%	75%	85%

3. Improve the effectiveness of teacher and principal preparation programs

Year 1	Year 2	Year 3	Year 4
<input type="checkbox"/> Refine effectiveness indicators and measures	<input type="checkbox"/> Provide competitive expansion grants to scale effective teacher and principal preparation programs <input type="checkbox"/> Provide competitive grants for residency models of principal preparation <input type="checkbox"/> Adopt regulations for educator	<input type="checkbox"/> Provide technical assistance to preparation programs on new approval and reporting requirements <input type="checkbox"/> Establish platform, using ELAR, for capturing new approval evidence and reporting requirements	<input type="checkbox"/> Review and approve at least 25 preparation programs based on new regulations of program approval <input type="checkbox"/> Continue annual publishing of educator preparation program report cards with effectiveness measures on state website

	<p>preparation program approval and reporting, including new effectiveness indicators and measures</p> <p><input type="checkbox"/> Align accountability systems with new program approval regulations</p> <p><input type="checkbox"/> Develop educator preparation program report cards via Title II data</p>	<p><input type="checkbox"/> Provide competitive expansion grants to scale effective teacher and principal preparation programs</p> <p><input type="checkbox"/> Provide competitive grants for residency models of principal preparation</p> <p><input type="checkbox"/> Refine publicly available educator preparation program report cards with effectiveness measures and publish on state website</p>	
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Performance Measures	End of SY 2013-2014	End of SY 2012-2013	End of SY 2011-2012	End of SY 2010-2011	Actual Data: Baseline (Current school year or most
	Baseline data and annual targets				
Percentage of teacher preparation programs in the state for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	100%	60%	0%	0%	0%
Percentage of principal preparation programs in the state for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	100%	20%	0%	0%	0%

4. Professional development for educators

Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> <input type="checkbox"/> Analyze 2010 statewide student achievement and teacher shortage data to identify high need areas; survey districts statewide on PD needs <input type="checkbox"/> Develop and make available PD aligned with RTTT objectives, high need areas, and LEA priorities 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to identify high-need areas for PD <input type="checkbox"/> Develop and make available PD aligned with RTTT objectives, high need areas, and LEA priorities 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to identify high need areas for PD <input type="checkbox"/> Develop and make available PD aligned with RTTT objectives, high need areas, and LEA priorities 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to identify high need areas for PD <input type="checkbox"/> Develop and make available PD aligned with RTTT objectives, high need areas, and LEA priorities
<ul style="list-style-type: none"> <input type="checkbox"/> Develop formal agreements of the scope of work for Readiness Centers and DSACs on professional development for 2010-2012 <input type="checkbox"/> Review process of approval for pre-approving PD providers for online and in-person courses <input type="checkbox"/> Hold statewide summits and regional forums <input type="checkbox"/> Create professional development calendar for the following year 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop specific PD offerings for Readiness Centers and DSACs for next year with an emphasis on RTTT priorities, <input type="checkbox"/> Enhance infrastructure for online course delivery (see C3) <input type="checkbox"/> Hold statewide summits and regional forums <input type="checkbox"/> Create professional development calendar for the following year <input type="checkbox"/> Revise process for pre-approving PD providers for online and in person courses 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue previous year's activities <input type="checkbox"/> Hold statewide summits and regional forums <input type="checkbox"/> Implement new process for pre-approving PD providers; select providers; recruit additional providers as needed to expand course availability or offer them online 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue previous year's activities <input type="checkbox"/> Hold statewide summits and regional forums
<ul style="list-style-type: none"> <input type="checkbox"/> With LEAs and providers, begin to revise standards for professional development to include performance and quality measures 	<ul style="list-style-type: none"> <input type="checkbox"/> Revise draft PD standards based on Year 1 experiences <input type="checkbox"/> Develop and pilot-test professional development assessment tools for districts <input type="checkbox"/> Apply standards in evaluations of Year 2 PD <input type="checkbox"/> Publish performance criteria for providers to be on the preferred provider list <input type="checkbox"/> Conduct NSDC survey in a representative sample of schools and LEAs 	<ul style="list-style-type: none"> <input type="checkbox"/> Publish final version of standards for professional development providers <input type="checkbox"/> Disseminate PD assessment tools statewide <input type="checkbox"/> Apply standards in evaluations of Year 3 PD <input type="checkbox"/> Publish preliminary preferred provider list and share findings on effective PD through Readiness Centers, DSACs, and other venues 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to deploy assessment tools statewide <input type="checkbox"/> Apply standards in evaluations of Year 4 PD <input type="checkbox"/> Update preferred provider list and share findings on effective PD through Readiness Centers, DSACs, and other venues

Performance Measures	Actual Data: Baseline	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
Revised standards for professional development are complete	n/a	n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
% of PD offered through DSACs, Readiness Centers, Professional Development Institutes, and ESE grant-funded PD programs that is aligned to new standards	n/a	n/a	50%	75%	100%
Preferred provider list based on new professional development standards is available	n/a	n/a	n/a	<input type="checkbox"/>	<input type="checkbox"/>
% of LEAs using ESE-developed tool and processes to evaluate the impact of professional supports	0%	0%	0%	35%	80%

E. TURN AROUND THE LOWEST ACHIEVING SCHOOLS

Perhaps the most visible representation of the variation in student outcomes is the contrast in results between the highest and lowest performing schools in the Commonwealth. Legislation enacted in January 2010 and final regulations adopted by the Board of Elementary and Secondary Education in April 2010 provide extraordinary authority to intervene in the lowest performing schools and districts. This authority includes significant autonomy and flexibility in school staffing decisions and the ability to enlist health and human services support for students and their families.

Turning around low-achieving schools requires changes that will enhance students' readiness to learn, teachers' readiness to teach, and leaders' readiness to act (Calkins et al. 2007). There is no silver bullet for achieving these changes or guarantees they will be used effectively to dramatically improve student achievement. To that end, our strategy calls for building expertise and capacity at the state level, within our districts, and among proven and promising partners. This approach will allow us to transform today's struggling schools and help us prevent other schools from falling into that category in the future.

Massachusetts will use RTTT funds to pursue four interconnected strategies to build state and district capacity to turn around the persistently lowest achieving schools, and to prevent others from falling into that category in the future:

1. Develop a specialized corps of turnaround teacher and leader teams
2. Build district capacity to intervene in struggling schools
3. Identify and scale up effective partners to address priority conditions for school effectiveness
4. Develop, attract, and manage lead partners and turnaround operators

Additional investments to scale up the regional DSACs will provide targeted professional development to help teachers and leaders in smaller districts prevent more schools from entering Level 4.

This initiative will include six major projects:

1. Identify the persistently lowest-achieving schools in the state
2. Develop a specialized corps of turnaround teacher and leader teams
3. Build district capacity to intervene in struggling schools
4. Create wraparound zones to support struggling schools
5. Build the capacity of proven partners to support struggling schools
6. Develop, attract, and manage lead partners and turnaround operators to execute the restart model at Level 4 and 5 schools

Key Personnel:

Executive Sponsor: Lynda Foisy, Senior Associate Commissioner

Key activities and timelines:

Project	Start	End	Grant Year 2010-2011				Grant Year		
			Q1	Q2	Q3	Q4	2011-2012	2012-2013	2013-2014
Turn around the lowest achieving schools	9/10	8/14	x	x	x	x	x	x	x
1 Identify the persistently lowest-achieving schools in the state	9/10	8/14	x	x	x	x	x	x	x
2 Develop specialized corps of turnaround teacher and leader teams	9/10	8/14	x	x	x	x	x	x	x
<i>Program design and assessment</i>	9/10	8/14	x	x	x	x	x	x	x
3 Build district capacity to intervene in struggling schools-operations	9/10	8/14	x	x	x	x	x	x	x
<i>Effective governance and leadership</i>	9/10	8/14	x	x	x	x	x	x	x
4 Create wraparound zones to support struggling schools	9/10	8/14	x	x	x	x	x	x	x
5 Build capacity of proven partners to support struggling schools	9/10	8/14	x	x	x	x	x	x	x
6 Develop, attract, and manage lead partners and turnaround operators to execute the restart model at Level 4 and 5 schools	9/10	8/14	x	x	x	x	x	x	x

LEA Participation:

LEA participation in this area is linked to the district scopes of work through projects in assurance area 6-Turn around the lowest achieving schools. Districts with Level 4 schools must participate in at least one project in this area; for other districts, participation is not mandatory. Some of the initiatives are only available for level 3 and level 4 schools (district project 6A) or Commissioner's Districts (district projects 6C and 6D), while other projects are open to all RTTT LEAs. In addition, there will be overlap with project 1-Improve teacher and principal effectiveness based on performance and 2-Ensure effective teachers and leaders in every school and classroom. LEA participation will begin in year 2 of the RTTT program.

See the separately enclosed guidelines for responses to the Year 1 Request for Proposals, which outlines the projects and timelines for LEA participation in the Race to the Top program. LEA responses to this RFP were submitted under separate cover.

Budget:

E	Turn around the lowest performing schools	Y1	Y2	Y3	Y4	Total
1	Identify persistently lowest-achieving schools in the state					
2	Develop specialized corps of turnaround teacher and leader teams	\$200,000	\$1,776,470	\$1,699,081	\$1,313,707	\$4,989,258
3	Build District capacity to intervene in struggling schools-operations	\$391,214	\$931,832	\$1,024,451	\$1,309,257	\$3,656,754
4	Create Wraparound zones to support struggling schools					
4a	Create Wraparound zones - program	\$224,294	\$501,046	\$879,644	\$127,251	\$1,732,234
4a	Create Wraparound zones - grants	\$178,000	\$354,000	\$708,000	\$0	\$1,240,000
5	Build capacity of proven partners to support struggling schools	\$318,926	\$754,928	\$580,783	\$584,754	\$2,239,390
6	Develop, attract, and manage lead partners and turnaround operators to execute the restart model at Level 4 and 5 schools	\$156,100	\$662,200	\$918,300	\$2,006,100	\$3,742,700
Project total		\$1,468,534	\$4,980,476	\$5,810,258	\$5,341,069	\$17,600,336

Annual targets for key performance measures and/or major milestones:

1. Identify the persistently lowest-achieving schools in state.

Level 4 schools were identified in March 2010 and level 3 schools were formally announced in September 2010. These schools will be the focus of the initial turnaround efforts.

In 2012, ESE will designate Level 4 schools that fail to achieve ambitious annual benchmarks after two or more years as Level 5 schools. Level 5 schools will be managed under ESE authority or its designated turnaround partner.

2. Develop a specialized corps of turnaround teacher and leader teams

Year 1	Year 2	Year 3	Year 4
<input type="checkbox"/> Convene experts to begin the design of program models with an emphasis on recruitment, training, support, and retention of experienced educators (August 2011)	<input type="checkbox"/> Continue to build program models with expert input, focusing on placement and Year 1 supports	<input type="checkbox"/> Update recruitment, training, and retention models	<input type="checkbox"/> Assess early results and modify model as needed <input type="checkbox"/> Link learning and results to broader MA human capital initiatives
	<input type="checkbox"/> Select the first class of 10 proven principals, engaging executive search experts <input type="checkbox"/> Work with higher education and residency programs to launch training and induction in western MA (Springfield) and greater Boston	<input type="checkbox"/> Place first leaders in schools <input type="checkbox"/> Select second class for original regions and first class for two more regions (11 additional principals)	<input type="checkbox"/> Select and place cohorts of 12 leaders each year (45 total by Year 4) <input type="checkbox"/> Continue induction and support <input type="checkbox"/> Districts will have sufficient numbers of principals to fill most of the leadership positions in the Level 4/5 schools.

	<input type="checkbox"/> Work with higher education and residency programs to launch training and induction in western MA (Springfield) and greater Boston <input type="checkbox"/>	<input type="checkbox"/> Place first class in schools <input type="checkbox"/> Select the first class of 50 proven teachers	<input type="checkbox"/> Select the second class of 150 proven teachers (200 total by Year 4) <input type="checkbox"/> Continue induction and support <input type="checkbox"/> Districts will have sufficient numbers of teachers to fill most of the leadership positions in the Level 4/5 schools.
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3. Build district capacity to intervene in struggling schools

Year 1	Year 2	Year 3	Year 4
<input type="checkbox"/> Identify partners and engage four level 3 and/or level 4 districts in one or more of the governance, HR, or community-engagement systems of support (August 2011) <input type="checkbox"/> Provide grants to state associations	<input type="checkbox"/> Engage a total of eight more districts in one or more of the systems of support <input type="checkbox"/> Expand four original district participation to include one additional system of support <input type="checkbox"/> Provide grants to state associations <input type="checkbox"/> Evaluate progress to date	<input type="checkbox"/> Continue to support district engagement with key partners <input type="checkbox"/> Engage a total of eight more districts in one or more of the systems of support	<input type="checkbox"/> Continue to support district engagement with key partners

4. Create wraparound zones to support struggling schools

Year 1	Year 2	Year 3	Year 4
<input type="checkbox"/> Initiate one wraparound zone (August 2011)	<input type="checkbox"/> Initiate two wraparound zones <input type="checkbox"/> Evaluate progress to date	<input type="checkbox"/> Initiate 4 wraparound zones <input type="checkbox"/> Continue to support district engagement with wraparound zones	<input type="checkbox"/> Continue to support district engagement with wraparound zones

5. Build the capacity of proven partners to support struggling schools

Year 1	Year 2	Year 3	Year 4
<input type="checkbox"/> Hire one FTE/consultant at ESE to develop Priority Partners process (February 2011) <input type="checkbox"/> Identify Priority Partners in three priority conditions for school effectiveness (August 2011) <input type="checkbox"/> Make grants to three Priority Partners to allow	<input type="checkbox"/> Evaluate and refine Priority Partners process and identify the next three critical conditions based on school/district conditions that are limiting success <input type="checkbox"/> Make grants to three Priority Partners to seed the capacity to expand to 50% of all Level 4 schools	<input type="checkbox"/> Evaluate and refine the Priority Partner process and identify the next conditions to address <input type="checkbox"/> Make grants to three Priority Partners to seed the capacity to expand to 75% of all Level 4 schools	<input type="checkbox"/> Finalize list of Priority Partners <input type="checkbox"/> Execute three-year impact evaluation of Priority Providers <input type="checkbox"/> Transition fully to district and Title I STG funding for school-partner collaboration

them to fully respond to requests from two new districts with Level 4 schools (August 2011)			
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6. Develop, attract, and manage lead partners and turnaround operators to execute the restart model at Level 4 and 5 schools

Year 1	Year 2	Year 3	Year 4
	<input type="checkbox"/> Conduct competitive process to identify school turnaround operators <input type="checkbox"/> Identify lead partners and turnaround operators, who will have one year for planning, development, and incubation <input type="checkbox"/> Work with state experts and other experts in incubation and intermediary design, and with philanthropic funders to design and create the full scope of the nonprofit intermediary	<input type="checkbox"/> Engage operators at five Level 5 Restart schools, then employ Title I School Improvement Grants, district, and philanthropic funding to provide ongoing support	<input type="checkbox"/> Continue support for lead partners and turnaround operators at five Level 5 Restart schools

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four-school intervention models will be initiated each year.	0	35	10	0	20

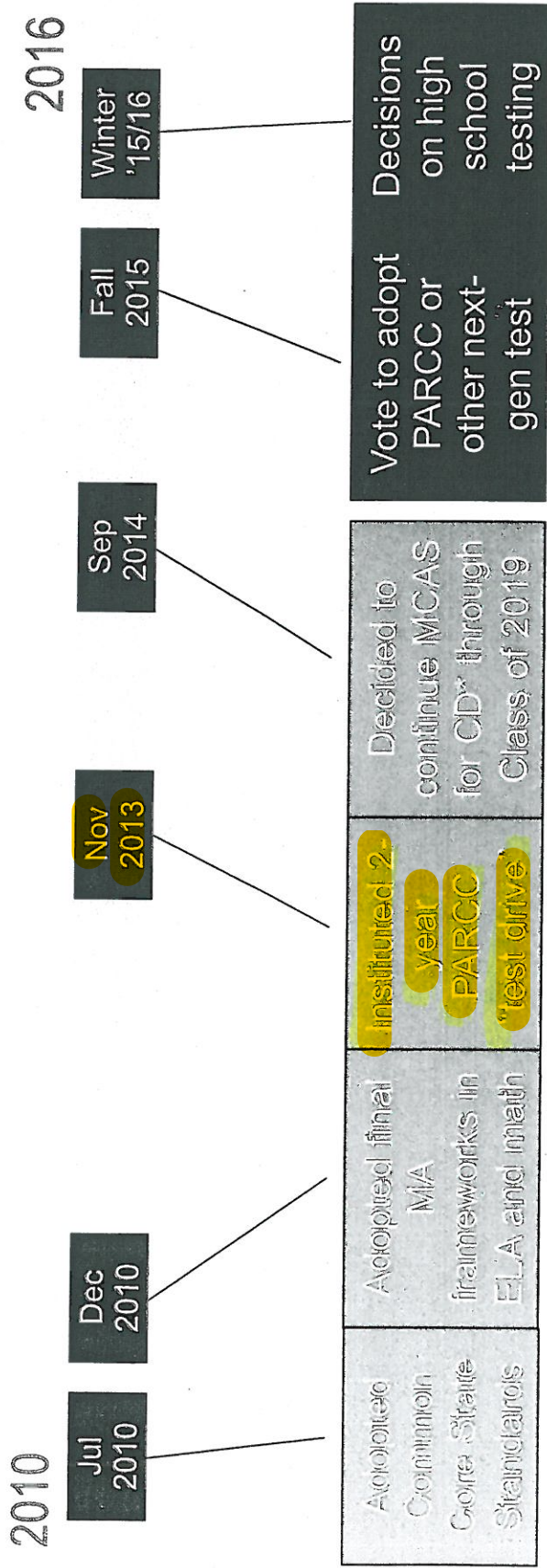
In the table of performance measures, we have identified the total number of schools where one of the four intervention models will be in process in each year. These schools will be supported by the strategies defined above.

The state is requiring that districts initiate one of the four intervention models in all 35 schools declared Level 4 within the next year, both to receive supports and to be eligible for Title I STG funding. We do not expect that every element of the Transformation model will be in place in each school using that intervention by the end of Year 1; however, districts must have begun to implement key elements of transformation within the first year. In Years 2 and 3, full intervention models will be up and running in all 35 Level 4 and 5 schools in the state as well as an additional 10 schools in Level 3 status, including some schools implementing Turnaround and Restart. In Year 4, with an additional round of Title I STG funding available, we plan to increase

the number of interventions by identifying 20 additional Level 3, 4, and 5 schools and requiring them to initiate one of the intervention models. This will result in a total of 65 Level 3, 4, and 5 schools by Year 4 implementing one of the intervention models.

Creating an incentive for dramatic intervention in the lowest performing Level 3 schools will be a powerful strategy to spur innovative practices, build knowledge on effective transformation strategies, and prevent additional schools from declining to Levels 4 and 5. ESE is already using Title IID ARRA funds to establish a network for alternative secondary schools to develop and disseminate hybrid face-to-face and online competency-based courses in MassCore subjects (see section B3 for a description of MassCore). Alternative schools and programs serve 6,000 of our students most likely to drop out of school. A number of them are eligible to compete for STG funds as Tier 2 schools. ESE will work with a partner to convene and provide ongoing technical assistance to the alternative schools receiving STG funds in order to build knowledge around dropout prevention, recovery, and effective instructional and outreach practices. Using regional DSACs we will disseminate best practices to support innovation in other alternative programs and traditional high schools across Massachusetts.

Key Board Decisions



*CD = Competency Determination, the state high school graduation standard

Massachusetts Department of Elementary and Secondary Education



the level of rigor to ensure our students are successful, which is what Massachusetts has always done.

Commissioner Chester said the proposed two-year transition plan will ensure that we have adequate time to judge if PARCC is a value-added choice. He said schools need to upgrade their technology not because of PARCC but because all students deserve to have 21st-century classrooms. The Commissioner said the advent of PARCC has gotten the bonding committee to move additional funding for technology in schools. Commissioner Chester said the driving factor should be the goal of providing students with the knowledge and skills they need to succeed in college and the workplace.

On a motion duly made and seconded, it was:

VOTED: that the Board of Elementary and Secondary Education, in accordance with Mass. General Laws chapter 69, sections 1B and 1I, hereby adopts the two-year MCAS-to-PARCC transition plan, as presented by the Commissioner, and directs the Commissioner to implement the plan.

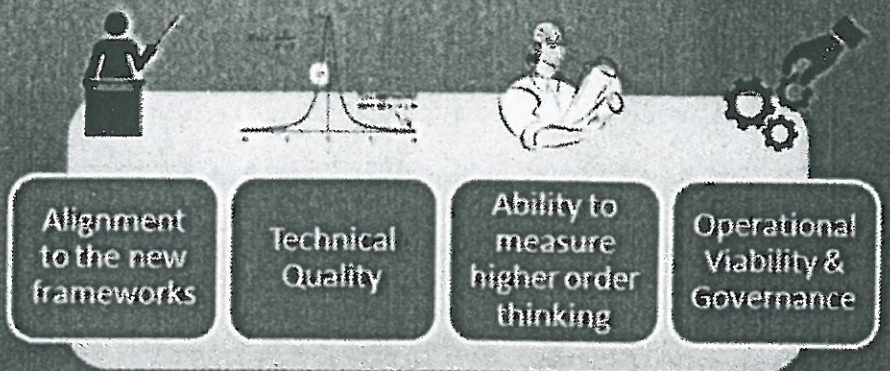
Consistent with the Commissioner's recommendation, the Board anticipates that the two-year pilot will:

- provide for a robust comparison of the MCAS and PARCC student assessment programs, so the Board can decide in the fall of 2015 whether to sunset the MCAS English language arts and math assessments for grades 3-8 and employ PARCC as the state testing program for these subjects beginning in the 2015/2016 school year;
- give teachers and schools additional time to continue implementing the Massachusetts curriculum frameworks in English language arts and math adopted by the Board in December 2010 and to become familiar with new online test administration procedures before full-scale implementation of PARCC;
- permit a smooth transition in using assessment results for accountability while maintaining trend lines that link back to pre-PARCC performance;
- reserve for a future date the Board's consideration of options for English language arts and math assessments at the high school level (grades 9-12); and
- maintain continuity in the use of MCAS tests for students to earn the Competency Determination for high school graduation, at least through the graduating class of 2018 (this year's eighth graders).

Based on the results of the two-year pilot, the Commissioner will recommend and the Board will decide, in the fall of 2015, whether to sunset the MCAS English language arts and math assessments for

...nducted a tw...
...s' new state test.
...ation decide?

**1. The Board
evaluates
PARCC by its:**



**2. The Board
listens to
feedback**



3. With all this information (and more) on hand, the Board will make a decision on November 17th based on what's in the best interests of the children of Massachusetts.



...ardless of how the Board votes, the 10th grade MCAS will continue to be a graduation
...ement through at least the class of 2019, and MCAS science and MCAS Alt tests will
...inue

The 2-Year PARCC "Test Drive": What to Expect for the 2015-16 School Year

The 2015-16 school year will mark the end of Massachusetts' two-year test drive of PARCC, an assessment developed in collaboration with a group of states looking to measure how students are performing academically based on more rigorous college- and career-ready standards. Massachusetts is a member of PARCC's governing board, and Massachusetts educators were deeply involved in developing the assessment. The Massachusetts Board of Elementary and Secondary Education will decide whether to adopt PARCC or pursue other means of updating the Massachusetts Comprehensive Assessment System (MCAS) test.

Massachusetts school districts had a choice of whether to use MCAS or PARCC English language arts and math tests for grades 3-8. Approximately half chose PARCC, and half chose MCAS. Science and technology/engineering MCAS continues, and 10th grade MCAS remains a graduation requirement.

Massachusetts Board of Elementary and Secondary Education votes on whether to adopt PARCC.

Depending on the Board's vote, all grade 3-8 students statewide take either PARCC or MCAS math and English language arts tests. MCAS continues for science and technology/engineering and for 10th grade. The 10th grade MCAS will remain a graduation requirement through the class of 2019 (the freshmen who enter in fall 2015).

Approx. 81,000 of Massachusetts' nearly 1 million students participate in a field test of math or English language arts tests developed by the Partnership for Assessment of Readiness for College and Careers, a consortium of states to which Massachusetts belongs.

MCAS scores released for students, schools and districts that took MCAS in spring 2015. (Sept/Oct)

Statewide PARCC scores released. (Oct/Nov)

Families receive individual student PARCC scores. Timing is later, because this is the first year of the test. Students' achievement may appear lower in some grades on PARCC than on MCAS, because PARCC is designed to be a more rigorous test.

www.doe.mass.edu/parcc

--Select Program Area--



News School/District Profiles School/District Administration Educator Services Assessment/Accountability Family & Community
 Administration Finance/Grants PK-16 Program Support Information Services

March 2016													
S	M	T	W	T	F	S							
28	29	1	2	3	4	5							
6	7	8	9	10	11	12							
13	14	15	16	17	18	19							
20	21	22	23	24	25	26							
27	28	29	30	31	1	2							
3	4	5	6	7	8	9							

For Immediate Release**Thursday, November 12, 2015****Contact: Jacqueline Reis, 781-338-3115****Commissioner Chester Recommends Path to Next-Generation MCAS**

MALDEN - Elementary and Secondary Education Commissioner Mitchell D. Chester today announced that he is recommending the state transition to a next-generation MCAS that would be given for the first time in spring 2017 and would use both PARCC and MCAS items, along with items developed specifically for the Massachusetts tests. The Board of Elementary and Secondary Education will vote on his recommendation on November 17.

For spring 2016, districts that administered PARCC in spring 2015 would do so again, and the remainder of districts would continue with MCAS unless they affirmatively choose to administer PARCC. The MCAS tests in spring 2016 would be augmented with a limited number of PARCC items in order to help make statewide comparisons easier and to offer students and staff the opportunity to experience PARCC items while the new assessment is being developed.

The commissioner's memo calls for the state to:

- Award a new MCAS contract to include a next-generation assessment for English language arts and math using both PARCC items and items specific to Massachusetts;
- Commit to computer-based state assessments with the goal of implementing this statewide by spring 2019;
- Remain a member of the PARCC consortium in order to have access to high-quality assessment development while sharing costs with other states and to be able to compare next-generation MCAS results with those of other states' assessments; and
- Convene groups of K-12 teachers, higher education faculty and assessment experts to advise ESE on the content, length and scheduling of statewide tests; testing policies for students with disabilities and for English language learners; the requirements for the high school competency determination (currently the 10th grade MCAS); and the timeline for reinstating a history and social science test.

Under Commissioner Chester's recommendation, any districts that administer PARCC in spring 2016 for the first time would be held harmless for any negative changes in their school and district accountability levels, which is consistent with the state's approach to districts that used PARCC for the first time in spring 2015. The commissioner proposes that every district would be subject to accountability levels in 2017, when all of the state's districts would use a single test.

"The approach I have recommended lets us continue to benefit from the high-quality, next-generation PARCC assessment in which we've invested a great deal of time and effort. But it also ensures that the assessment will reflect the Commonwealth's unique needs and concerns," Commissioner Chester writes in the recommendation.

The commissioner's full recommendation is attached and will be posted at www.doe.mass.edu.

Massachusetts has just completed a unique two-year tryout of PARCC (Partnership for Assessment of Readiness for College and Careers), an assessment developed by a consortium of states of which Massachusetts is a founding member. The commonwealth's participation allowed Massachusetts to pool its expertise with other states, share the costs of test development and realize economies of scale in test administration.

In spring 2014, approximately 81,000 Massachusetts students participated in field tests, and in spring 2015, more than 220,000 students in more than half of the state's districts took complete PARCC tests.

The Board will hold its last public comment session on PARCC from 4-7 p.m. November 16 at Malden High School, 77 Salem St., Malden. The Board will vote on the commissioner's recommendation at its regular meeting that starts at 8:30 a.m. November 17 at 75 Pleasant St., Malden.

Massachusetts has released spring 2015 results for schools and districts that took PARCC, as well as results for all PARCC districts statewide. Parents of children who took PARCC in spring 2015 will receive their child's test scores in late November or early December. The state will release accountability determinations for schools and districts in December.

For more information on Massachusetts' two-year tryout of PARCC, please see <http://www.doe.mass.edu/parcc/>.

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Last Updated: November 12, 2015

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**Minutes of the Regular Meeting
of the Massachusetts Board of Elementary and Secondary Education**

Tuesday, November 17, 2015

8:40 a.m. – 12:55 p.m.

Department of Elementary and Secondary Education

75 Pleasant Street, Malden, MA

Members of the Board of Elementary and Secondary Education Present:

Paul Sagan, Chair, Cambridge

James Morton, Vice-Chair, Boston

Katherine Craven, Brookline

Ed Doherty, Boston

Roland Fryer, Concord

Margaret McKenna, Boston

Michael Moriarty, Holyoke

Pendred Noyce, Boston

James Peyser, Secretary of Education

Mary Ann Stewart, Lexington

Donald Willyard, Chair, Student Advisory Council, Revere

Mitchell D. Chester, Commissioner of Elementary and Secondary Education, Secretary to the Board

Chair Sagan called the meeting to order at 8:40 a.m. and welcomed members of the Board and public.

Approval of Minutes

On a motion duly made and seconded, it was:

VOTED: **that the Board of Elementary and Secondary Education approve the minutes of the October 19, 2015 Special Meeting and October 20, 2015 Regular Meeting.**

The vote was unanimous.

Commissioner Chester informed the Board about the recent report issued by the Foundation Budget Review Commission. He reported on the results for Massachusetts fourth and eighth graders in reading and mathematics on the National Assessment of Educational Progress (NAEP) exam. He said Massachusetts was alone among states in being first in fourth grade reading and tied for first among states in fourth grade mathematics, eighth grade reading and eighth grade mathematics. Commissioner Chester said while these results are commendable, two areas of concern in the NAEP report are the decline in eighth grade mathematics results in Massachusetts and other states, and the fact that eighth grade reading results for Hispanic students in Massachusetts lag behind other states. The commissioner also commented on the Department's organizational review, the recent ACLU report on data privacy, the Department's eighth annual Fall Summit for educators, and the upcoming district review of the Southbridge Public Schools.

PARCC Spring 2015 School and District Results

Bob Lee, Chief Assessment Analyst, reviewed PARCC results in grades 3-8 English language arts and mathematics for urban districts, Commissioner's districts, and statewide. He highlighted Leominster, Chicopee, Malden, and Newton for their notable results. Mr. Lee explained the ways in which MCAS scores translate to the PARCC performance scale.

Dr. Fryer commented on relative growth among students. In response to Ms. McKenna's question about the timeline for releasing results, Mr. Lee said Massachusetts was the first state to report PARCC results and that the standard-setting process in this first year of operation delayed the release date. Commissioner Chester said summer is the target for releasing 2016 PARCC results.

Commissioner's Recommendation on Student Assessment for FY2016 and Beyond

Chair Sagan called for a motion, which was duly made and seconded:

MOVED: that the Board of Elementary and Secondary Education, in accordance with Mass. General Laws chapter 69, sections 1B and 1I, hereby endorses the approach recommended by the Commissioner to develop the next-generation Massachusetts student assessment program, and directs the Commissioner to take steps as outlined in his November 12, 2015 memorandum to the Board to achieve that objective.

Commissioner Chester said over the past two decades Massachusetts has come a long way in reducing inequities in K-12 education, through the grand bargain of education reform. He said three conclusions form the basis for his assessment recommendation: (1) MCAS has served the Commonwealth well, but has reached a point of diminishing returns; (2) PARCC is a substantial advancement over our current assessment system; and (3) Massachusetts must remain in control of its standards and assessment development.

Commissioner Chester summarized his recommendations. With respect to recommendation 6 in his memo, he clarified that *any* districts administering PARCC in 2016 would be held harmless from negative consequences of using the test scores for purposes of accountability determinations, and that for purposes of educator evaluation in PARCC districts, student growth scores that are out of line with other data would not be used. He said he has talked with Chair Sagan about appointing a Board committee to work with the Commissioner as we proceed with the assessment program.

Secretary Peyser thanked the Commissioner and Chair for a thoughtful, deliberative, inclusive process. He said the hybrid approach draws on the strengths of MCAS and PARCC, allows Massachusetts to retain control, and minimizes uncertainty and costs by using well vetted test items. He said spring 2016 would be a bridge to an integrated single test in 2017. Secretary Peyser endorsed the Commissioner's recommendation.

Ms. Stewart asked about the members of the assessment committees. The Commissioner said there are multiple panels and they include academic experts as well as K-12 teachers and administrators. Dr. Noyce asked about districts' choice of assessment for 2016. Commissioner Chester said he is recommending a Massachusetts next-generation test starting in 2017 and his

message is that districts should use PARCC this year to help students get familiar with what will be the basis for the new test.

Ms. Craven said the Commissioner's recommendation responds to what the Board heard from the public in all the hearings and it preserves our control and our investments. She said "no testing" is not an option. Ms. Craven said her big concern is communication and collaboration to build coalitions again as with MCAS; she said MCAS was controversial at first but it raised expectations and we can do that again. Ms. Craven said she supports the recommendation.

Mr. Doherty said he has heard lots of contradictory information and is not convinced that PARCC is better than MCAS. He said MCAS has served Massachusetts well and could be updated. He said tests should not be used to punish and that the real problem is poverty. Mr. Doherty said he supports a moratorium on testing.

Vice-Chair Morton said the Commissioner's proposal is consistent with the idea of improving MCAS. He said better tests prompt better teaching, and we need good tests and good data. Vice-Chair Morton said his main concerns are the timeline and equitable access to technology for low-income children.

Mr. Moriarty said he supports the recommendations and the grand bargain of education reform, which has benefited his city of Holyoke. He said assessments provide essential information, especially in poor districts. In response to Mr. Moriarty's question about recommendation 4, Commissioner Chester said as we develop next-generation assessments, it is appropriate to review the English language arts and mathematics standards to see if any modifications are needed after five years of implementation.

Ms. McKenna said she believes the pendulum on testing has swung too much towards punitive use rather than accountability and helping. She said she is not opposed to a new test but believes it cannot be done responsibly by 2017. Commissioner Chester explained the process is different than developing a brand-new test, because we have already invested a great deal in test development and have four years' worth of vetted PARCC test items. He said because we are much further along in test development, the 2017 date is aggressive but doable. The Commissioner added that each year we have been giving a new form of MCAS, and the proposal for 2017 is akin to that. Ms. McKenna said she is skeptical and suggested following the example of Maryland to give districts and students more time and money for technology.

Chair Sagan asked Commissioner Chester if there is a back-up plan for 2017. The Commissioner said the assessment technical advisory committee and the Department's assessment staff are confident we can deliver a technically sound test in 2017. Dr. Noyce said assessment is a key tool to reducing achievement gaps: tests do not eliminate gaps, but they point out gaps and move the dial toward more assistance and justice for students, as in Lawrence. She said formative assessment, done well, helps to improve teaching and learning, and we need more of it. Dr. Noyce said she supports the Commissioner's recommendation and would advocate holding districts and teachers harmless for two years. Commissioner Chester said a moratorium on accountability for too long would shortchange students.

Mr. Willyard said he is the elected representative of students and they are opposed to PARCC because of the time limits and concerns about access to technology. He said he found the PARCC math test last year too hard. Dr. Fryer said we need assessments that expand opportunities. He said poverty is not destiny and recounted his own experience. He said schools

should not be held harmless for too long. Dr. Fryer said testing is important and good schools have a transformative effect.

Commissioner Chester said he would work closely with a Board committee on assessment, and he also plans to convene advisory panels of educators. In response to a question from Mr. Doherty, Commissioner Chester said he would be interested in recommendations from professional organizations for the advisory panels of educators.

Ms. McKenna agreed with Dr. Fryer that schooling transforms lives and poverty is not destiny. She said she would make a motion to hold schools harmless based on the new test through 2017. Secretary Peyser said he is opposed to anything that would prevent identifying schools and districts that need intervention. He cautioned that hold harmless for some districts could lock others into the lower ranks.

Chair Sagan thanked Commissioner Chester for his integrity and perseverance on this issue, and thanked Board members and the teachers and other concerned citizens who have expressed their views. He said he supports the Commissioner's recommendation. Chair Sagan said he knows the Board hashed out similarly difficult issues regarding assessment two decades ago, and the Commonwealth's students have been served better as a result. He said assessment shines a light on where we are failing; we hold ourselves and other adults responsible and provide tools to address the needs. Chair Sagan said we can use PARCC now without losing control, and the PARCC hybrid would take advantage of millions of dollars already invested in development. He suggested the Department look into overuse of local testing in some schools. Chair Sagan said he will appoint a special committee of the Board to focus on assessment.

Ms. McKenna said she would like to amend the motion to say the new test would be effective in 2018 for accountability purposes and districts would be held harmless in 2016 and 2017. Chair Sagan cautioned that we need to preserve flexibility and not jeopardize the Commonwealth's standing with the U.S. Department of Education when the current ESEA waiver expires. Dr. Noyce said she would make a motion to amend the main motion, accepting the Commissioner's recommendation and adding a proviso to hold schools and districts harmless in 2016 and 2017.

Commissioner Chester said he does not support a motion that would handcuff our ability to intervene in a struggling school or district for two-plus years. Ms. McKenna said she would simply add one year to what the Commissioner already proposed. She stated that 19 new tests would have to be created. Secretary Peyser said he opposes the amendment because it is overly broad and risks losing momentum. He said the Board and Commissioner must be able to continue to exercise judgment, using the data we have, rather than putting the accountability system on hold for two years. Chair Sagan concurred, noting that these decisions affect the most underserved students. He suggested the Board could return to this question in the future if it proves necessary. Mr. Willyard said he supports the amendment.

In response to a question from Dr. Fryer, Commissioner Chester described the five levels in the accountability system. He said of the current Level 3 schools, 15-20 are of concern, and several of the Level 4 schools are of concern. Vice-Chair Morton asked if factors other than test scores enter into the determination of a school's accountability level. The Commissioner said the list of the lowest 20% is based solely on test scores, but other factors are considered in determining placement in Level 4 or 5. Dr. Noyce asked if the amendment then affects movement into Level 3, but schools could still move to Level 4 or 5. Secretary Peyser said Level 3 status gives the school access to greater resources and technical assistance. Mr. Moriarty said he opposes putting

accountability and resources on hold for two years, noting that this year's kindergarteners will be in grade 3 by 2018. Commissioner Chester said the accountability system has been effective and the amendment would take an effective tool off the table. Ms. McKenna said the amendment just extends the Commissioner's recommendation on hold harmless by another year, and it relates only to the use of test scores. General Counsel Rhoda Schneider suggested the Board could defer action on the hold harmless question until the next meeting, to allow further consideration.

On a motion duly made and seconded, it was:

VOTED: that the Board of Elementary and Secondary Education amend the main motion as presented by adding, after the word "objective," the following language:

" , provided that schools and districts administering PARCC in spring 2016 and administering the new test in spring 2017, in grades 3-8, will be held harmless for any negative changes in their school and district accountability level based on those test scores."

The motion passed by a vote of 7-4. Ms. Craven, Mr. Moriarty, Secretary Peyser, and Chair Sagan voted in opposition.

On a motion duly made and seconded, it was:

VOTED: that the Board of Elementary and Secondary Education, in accordance with Mass. General Laws chapter 69, sections 1B and 1I, hereby endorses the approach recommended by the Commissioner to develop the next-generation Massachusetts student assessment program, and directs the Commissioner to take steps as outlined in his November 12, 2015 memorandum to the Board to achieve that objective, provided that schools and districts administering PARCC in spring 2016 and administering the new test in spring 2017, in grades 3-8, will be held harmless for any negative changes in their school and district accountability level based on those test scores.

The motion, as amended, passed by a vote of 8-3. Mr. Doherty, Ms. Stewart, and Mr. Willyard voted in opposition. **NOTE:** The Teacher, Parent and Student Representatives all voted NOT to adopt this hybrid assessment in 2015.

By the end of 2020, the Massachusetts Board of Elementary and Secondary Education had shed union representation.

Chair Sagan appointed members to a temporary Board committee on assessment; Dr. Fryer (chair), Dr. Noyce (vice-chair), Secretary Peyser, Mr. Willyard, and Chair Sagan. He noted that per the bylaws, all Board members are welcome to attend committee meetings.

Dr. Fryer left the meeting at 12:30 p.m.

Commissioner Chester thanked the Board for its thoughtful deliberations and said he is very pleased with the outcome.

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SECTION 05 **A**

NOT A CURRICULUM

page 01: Montage of United States Government Laws/Regulations

Oak Norton, July 11, 2012
-www.utahnsagainstdcommoncore.com-

The Federal Government is breaking the rules that govern its existence.

page 02 (upper half): Common Core Standards website
-www.corestandards.org-

pages 02 (lower half) - 03: Articles about Ms. Slover and PARCC Inc.
-www.google.com-

Testing as part of instruction?

pages 04 - 05: DESE webpage
-www.doe.mass.edu-

RTTT funds paid for a bank of CCSS aligned curriculum units for teachers to use.

pages 06 - 07: DESE webpage
-www.doe.mass.edu-

"working toward standards aligned curriculum". The CCSS standards.

page 08: Competing Principles by Joanne Weiss, Director of Race to the Top
-www.ssir.org/articles/entry/competing_principles

Joanne Weiss, Fall 2015
"Competing Principles"

Model curriculum units used in over 20 percent of classrooms nationwide.

pages 09 - 15: Pearson, PowerSchool, Schoology, Connexus and Partners -www.google.com-

THE COMMON CORE STATE STANDARDS ARE THE ROOT OF EVERY
MASSACHUSETTS MODEL CURRICULUM UNIT. PAID FOR BY THE GOVT.

BREAKING FEDERAL LAWS?

Posted in Concerns

Common Core as currently implemented directly violates or comes to the very edge of the line of these three federal laws. Particularly the last one below is in process of being violated as states are required to incur costs of this implementation that are not funded by the federal government (AKA taxpayer money).

From the General Education Provisions Act (20 USC § 1232a)

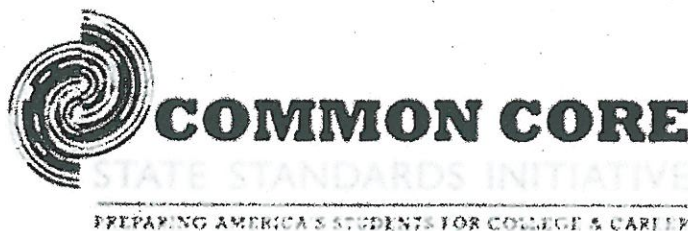
“No provision of any applicable program shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, or over the selection of library resources, textbooks, or other printed or published instructional materials by any educational institution or school system, or to require the assignment or transportation of students or teachers in order to overcome racial imbalance.”

From the Department of Education Organization Act (20 USC § 3403(b))

“No provision of a program administered by the Secretary or by any other officer of the Department shall be construed to authorize the Secretary or any such officer to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, over any accrediting agency or association, or over the selection or content of library resources, textbooks, or other instructional materials by any educational institution or school system, except to the extent authorized by law.”

From the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001 (20 USC 7907(a))

“Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school’s curriculum, program of instruction, or allocation of State and local resources, or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act.”



Myth: These standards amount to a national curriculum for our schools.

Fact: The Common Core is not a curriculum. It is a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents, and others will decide how the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms.

<http://www.corestandards.org/about-the-standards/myths-vs-facts/>

PARCC Inc.



Aug 25, 2014

PARCC CEO ADMITS GOAL OF TEST TO CONTROL CURRICULUM

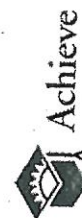
BATON ROUGE - On Friday, the federally funded Partnership for Assessment of Readiness for College and Careers (PARCC) issued a press release where the Chief Executive Officer of PARCC Laura Slover revealed the true goals of the federally funded PARCC assessment - to control curriculum.

Chief Executive Officer of PARCC Laura Slover said, "High quality assessments go hand-in-hand with high quality instruction based, on high quality standards. You cannot have one without the other. The PARCC states see quality assessments as a part of instruction, not a break from instruction."

The proponents of Common Core and PARCC continue to insist that tests and standards are not about curriculum, but that's a ruse. Teachers already know that what is tested at the end of the year is what is taught in classrooms throughout the year. PARCC may not mandate one textbook or one pacing guide, but the CEO of the federally funded PARCC has admitted one thing: PARCC controls instruction and instruction is curriculum.

<http://gov.louisiana.gov/index.cfm?md=newsroom&tmp=detail&articleID=4655>

Achieve Names Laura Slover Senior Vice President, PARCC



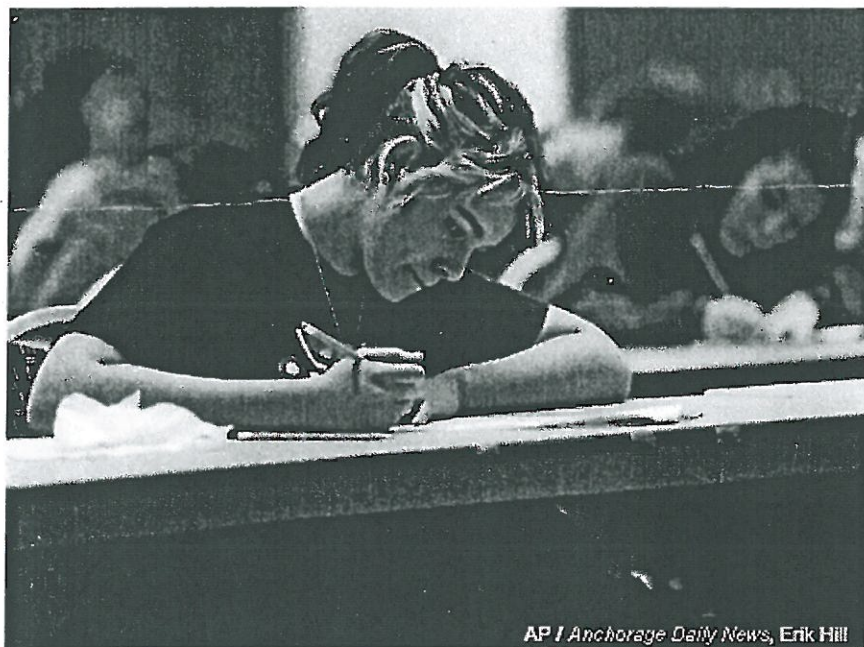
WASHINGTON - November 2, 2010 - Achieve is pleased to announce that Laura Slover has been named Senior Vice President, PARCC and that Dr. Stephen Pruitt will serve as Achieve's Vice President, Content, Research and Development.

Ms. Slover has worked at Achieve since 1998, most recently serving as the Vice President for Content & Policy Research, where she led Achieve's efforts on the development of Common Core State Standards. In her new role, she will provide critical leadership of a new unit at Achieve that is tasked with supporting the design, development and implementation of the assessment system developed by the Partnership for the Assessment of Readiness for College and Careers (PARCC), a consortium of 26 states that received a Race to the Top assessment award. Achieve serves as the PARCC consortium project manager.



PEOPLE NEED TO REMEMBER: YOU NEED NOT GET INFLAMED BY THE SOURCE OF FACTUAL INFORMATION. THIS BREITBART ARTICLE CITES THE EXACT SAME QUOTE AS THE STATE OF LOUISIANA (SEE PREVIOUS PAGE). A FACT IS A FACT.

COMMON CORE PARCC CEO ACKNOWLEDGES GOAL OF ASSESSMENTS TO DRIVE CURRICULUM



AP / Anchorage Daily News, Erik Hill

by DR. SUSAN BERRY (/COLUMNISTS/DR-SUSAN-BERRY) 25 Aug 2014 34
 POST A COMMENT (/BIG-GOVERNMENT/2014/08/25/Common-Core-PARCC-CEO-ACKNOWLEDGES-GOAL-OF-ASSESSMENTS-TO-DRIVE-CURRICULUM#COMMENTS)

The federally funded Partnership for Assessment of Readiness for College and Careers (PARCC), a Common Core assessment consortium, issued a press release Friday that confirmed the Common Core standards and their associated tests are intended to drive curriculum.

Though developers and proponents of the Common Core initiative have argued that Common Core is merely "standards" and not "curriculum," the latter of which local school districts can decide themselves, chief executive officer of PARCC Laura Slover said in the release (<http://www.parcconline.org/parcc-states-reduce-no-items-elaliteracy-portion-test>), "High quality assessments go hand-in-hand with high quality instruction based on high quality standards. You cannot have one without the other. The PARCC states see quality assessments as a part of instruction, not a break from instruction."

"The PARCC assessment system is a new way of testing that reduces time spent on 'test prep,' because the only way to prepare for these more sophisticated assessments is through good teaching and learning all year long," Slover added. "The PARCC states are

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Grants and Other Financial Assistance Programs: FY2015

Building Aligned Curriculum - Updated 10/17/14

Fund Code: 133

Purpose:

The purpose of this grant is for districts and schools to use the over 100 Model Curriculum Units (Prekindergarten-Grade 12) that have been developed through the Race to the Top grant to increase the capacities of faculty to adapt and align curriculum to the Massachusetts Curriculum Frameworks.

Note: Dates have changed. Submission date is now **November 14**, and the training dates are now **December 3 and 4, 2014**.

Priorities:

The priorities for use of this grant are to:

- Increase school-based expertise in aligning curriculum and instruction to the MA Curriculum Frameworks: for English Language Arts and Literacy (2011), Mathematics (2011), History and Social Science, and Science and Technology/Engineering (revised draft, 2014).
- Increase expertise of teacher leaders to guide a team through planning, adapting, and implementing frameworks-aligned curriculum by using or adapting one or more of the model curriculum units.
- Increase teachers' ability to use data to modify existing or new curriculum (model curriculum units) to address students' needs and districts' priorities.
- Promote professional teams and discussion about curriculum development and alignment.
- To encourage districts to tryout curriculum units in History Social Science (HSS) or Science and Technology/Engineering (ST/E) in particular.
- Increase districts' capacities to connect work on aligning curriculum with the Massachusetts Educator Evaluation System, the Standards for High-Quality Professional Development, and other Department and district-level initiatives.

Eligibility:

This is a non-competitive grant open to all to Level 3 and Level 4 districts and Commissioner's Districts.

Funding:

Approximately \$400,000 is available for FY 15 for eligible districts. Districts are eligible for a range of funding and can choose the amount, within this range, to request (see Appendix A: Fund Code 133 Minimum and Maximum Awards Per District). Every district that submits an acceptable application will be funded at least at the minimum level. Depending on a district's priorities and the total number of applicants, districts could receive up to the maximum award.

As districts apply for more funds, there is an expectation that there will be more teams participating. For example, districts applying for more than \$5,600 are committing to more than 1 team. See below for suggested guidelines as to the number of teams per award amount.

Up to \$5,600	1 or more teams
Up to \$11,000	2 or more teams
Up to \$16,000	3 or more teams
Up to \$22,400	4 or more teams
Up to \$28,000	5 or more teams
Up to \$33,600	6 or more teams
Up to \$39,000	7 or more teams
Up to \$44,800	8 or more teams

Fund Use:

Grant funds must used only to support grant priorities, including:

- Stipends to support common planning time for a grade-level and/or subject-based team to unpack the chosen model curriculum unit, make adjustments as needed, and pilot the unit. The estimated time commitment is 18-20 hours per team member.
 - Stipends/substitutes to support the teacher-leader. In addition to being a member of the team, the teacher leader will facilitate the group and the piloting process, provide and/or arrange for coaching, visit classrooms where the unit is being piloted.
 - Stipends/substitutes for release time for the teacher leader(s) to attend trainings sponsored by ESE. Districts must send one teacher leader per team. The estimated time commitment for completing this training is 22 hours: 3.5 face-to-face days, and one virtual meeting. Attendance of the teacher leaders at the trainings is mandatory. (The first two training days will be in early December the central region of the state.)
- Note:** Due to content changes in the new draft standards, S/TE teacher leaders will have an additional day of training on content in January.
- Materials to implement the model curriculum unit(s). Up to 15% of the award may be spent on materials for implementation.
 - Travel to attend ESE training meetings.

Project Duration:

Upon Approval through 6/30/2015

Program Unit: Model Curriculum Unit, Curriculum and Instruction
Contact: Sarah Churchill Silberman schurchill@doe.mass.edu
Phone Number: (781) 338-3586
Date Due: Friday, November 14, 2014

Proposals must be received at the Department by 5:00 p.m. on the date due.

Required Forms:

- ☒ ☐ Part I - General - Program Unit Signature Page - (Standard Contract Form and Application for Program Grants)
- ☒ ☐ Part II - Budget Detail Pages (Include both pages.)
- ☒ ☐ Part III - Required Program Information
- ☒ ☐ Part IV - Assurance from School District
- ☒ ☐ Part V - Assurance from each Participating School Principal

Additional Information:

- ☒ ☐ Appendix A - Fund Code 133 Minimum and Maximum Awards Per District
- ☒ ☐ Appendix B - District Checklist (for district use prior to submission)

Districts are encouraged to apply if they are:

- working towards standards-aligned curriculum or have completed aligning their curriculum to the MA Curriculum Frameworks;
- beginning curriculum mapping or have completed curriculum maps; and/or
- seeking to implement additional Model Curriculum Units, particularly those in History Social Science or Science/Technology and Engineering.

Submission Instructions:

Applicants must:

1. Email the Part II Budget Detail pages and Part III Required Program Information (Narrative) to modelcurr@doe.mass.edu
2. Mail two (2) hard copies, each with original signatures, of the signed cover page (Part I), Part II Budget Details pages, Assurances (Parts IV and V), and Part III Required Program Information (Narrative) to the address below.

Mail to:

Sarah Churchill Silberman
Curriculum and Instruction
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

Last Updated: October 15, 2014

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English Language Acquisition and Academic Achievement
Humanities, History, and Social Science
Literacy
Science, Technology, Engineering, and Mathematics

Curriculum and Instruction

Curriculum Training Available

Registration

The **Building Aligned Curriculum Training** is an opportunity for districts to strengthen alignment of existing curriculum to the MA Curriculum frameworks by implementing new curriculum units. The training, June 17th and 18th in Westford, will prepare teacher leaders to work with teams of teachers to adapt and implement model curriculum units (MCUs) and is designed to:

- Increase the expertise of teacher leaders to guide a team through planning, adapting, and implementing frameworks-aligned curriculum by using or adapting one or more of [ESE's model curriculum units](#).
- Increase teachers' abilities to use data to modify existing or new curriculum to address students' needs and districts' priorities.
- Connect instructional changes with educator evaluation.
- Prepare teacher leaders to facilitate and review a pilot of a new curriculum unit.



Teacher leaders will leave the training with the knowledge to successfully customize, pilot, and revise a new curriculum unit. There are handouts and a video for the teacher leaders to use with their teams. This training is similar to the assistance provided in the Building Aligned Curriculum Grant (Fund Code 133) but is open to all districts with a priority for level 1 and 2 districts. Curriculum committees working over the summer to prepare new resources for their districts will find this opportunity particularly useful.

Districts are encouraged to apply if they are:

- working towards standards-aligned curriculum or have completed aligning their curriculum to the MA Curriculum Frameworks;
- beginning curriculum mapping or have completed curriculum maps; and/or
- seeking to customize or implement additional Model Curriculum Units and will provide follow-up opportunities for the teacher leaders to work with a team and implement a unit.

Registration is limited to two teacher leaders per district and is open until May 29th. If space is available, registration will reopen on June 3rd and districts can register additional teacher leaders at that time.

To apply, each district must submit the following information via this registration link:

- The name of the teacher leader who will attend the training June 17 and 18 and facilitate the work with the team of teachers. (Maximum of two teacher leaders per district.)
- The names of each teacher who will be part of the team to customize and implement the unit. (Team members do not attend the training.)
- The name of the unit to be taught.
- A signed **assurance**   from the Superintendent indicating that this work is part of a district's plans for curriculum improvement. (Upload separately: scan and email to ModelCurr@doe.mass.edu, or fax: 781-338-3395)

Note: This training is not open to teacher leaders who have previously attended the Building Aligned Curriculum Grant (Fund Code 133) training.

Questions: Please contact [Sarah Churchill Silberman](#), 781-338-3586 or [Karen White](#), 781-338-3588.

Last Updated: May 7, 2015

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Massachusetts Department of
Elementary & Secondary Education

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Name of Program: Building Aligned Curriculum Training June 17 & 18, 2015

SCHOOL DISTRICT ASSURANCE

As Superintendent of Schools, I assure the Massachusetts Department of Elementary and Secondary Education (Department) that:

1. The district agrees to participate fully in the requirements of the training by sending 1-2 teacher leaders to the Building Aligned Curriculum Training June 17 and 18, 2015 (Maximum of two teacher leaders per district.)
2. The district will identify 1-2 teams of teachers that will, along with the teacher leader, implement Model Curriculum Unit(s).
3. The district agrees to provide follow-up opportunities for the 1-2 teacher leaders and teams to plan and implement the model curriculum unit.
4. The district will appoint a District Contact person for this training.
5. The district agrees to participate fully in any evaluation efforts connected to this grant.

School District:	
Typed Name of Superintendent:	
Superintendent's Signature:	
Typed Name of District Contact:	
District Contact Signature:	
District Contact Address:	
District Contact Phone Number:	
District Contact Email Address:	
Date:	

Stanford SOCIAL INNOVATION REVIEW

Informing and inspiring leaders of social change

Education

Competing Principles

Race to the Top, a \$4 billion US education reform effort, produced valuable lessons on designing a competition-based program.

By Joanne Weiss | Fall 2015

Race to the Top offers lessons in high-impact grantmaking that are applicable not only in education but also in other fields. ~~The Department of Education runs about 150 competitions every year. But among those programs, Race to the Top stands out. It had more than \$4 billion to allocate to competition winners, and it attracted the participation of nearly every state in the union.~~ It arguably drove more change in education at the state, district, and school levels than any federal competition had previously been able to achieve. ~~Partly in response to the initiative, 43 states have adopted more rigorous standards and replaced weak, fill-in-the-bubble tests with assessment tools that measure critical thinking, writing, and problem-solving; 38 states have implemented teacher effectiveness policies; 35 states have strengthened laws that govern charter schools.~~ In addition, new curriculum materials funded through Race to the Top and released in 2014 are already in use in 20 percent of classrooms nationwide.

~~Working with US Secretary of Education Arne Duncan, I led Race to the Top from its inception through 2010. At that point, we had awarded all of the grant money that was available under the program. I then served as chief of staff to the secretary through mid-2013, and during that period I remained involved in the program's implementation. Today, six years after the launch of the initiative, we can start to place its achievements—and, in some cases, its missteps—in perspective.~~

~~Here are eight design principles, all drawn from our experience with Race to the Top, that are likely to apply to other high-impact policy initiatives.~~

Create a Real Competition

At the outset, we did not know whether the Race to the Top initiative would be compelling to state



Tony V. 2015

Feb 27, 2015

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"BUILDING PHAROAH'S (BP)"

Pearson has 1 listing on our [Jobs Board](#).

On Feb. 12 we reported that Pearson was in "final talks" to sell PowerSchool, a widely-used student information system (SIS), to Blackboard. Now, it appears Pearson will also entertain offers from other potential buyers.

In its 2014 earnings released today, the company announced it has appointed investment banking firm, Evercore, to advise the sales of its student information businesses. PowerSchool, which serves nearly 13 million students in more than 70 countries, generated \$97 million in revenues and \$20 million in operating income in 2014.

In a letter sent to Pearson's Independent Software Vendor (ISV) partners, many of whom offer a variety of applications that work with the PowerSchool SIS), the company announced:

"a decision to explore sale options for our Student Information System (SIS) businesses. The School Information System businesses include PowerSchool®, PowerSchool SMS, Gradespeed, and eSIS. In preparation for this sale, we have decided to reorganize the SIS businesses into an integrated, stand-alone unit."

PowerSchool SMS is formerly known as Chancery SMS. Chancery was acquired by Pearson immediately after the company also bought PowerSchool from Apple in 2006. Pearson also got eSIS as the result of its acquisition of The Administrative Assistants, Ltd. in 2010. Gradespeed is an online gradebook that was rumored to be discontinued in 2014.

The note, sent by Bryan MacDonald, managing director of Pearson's School Systems division, assured more than 100 ISV partners that "During this transition period, your relationship with us will remain the same—nothing changes."

Pearson's SIS division, which has an estimated 200 full-time employees, was notified of the move at an all-hands meeting this morning.

Since taking over as Pearson's CEO, John Fallon has insisted that the company will intensify its focus on demonstrating learning outcomes and efficacy for its digital products. Storing and managing students' data records, which is more of an ongoing services business, does not appear to be part of the company's future.

In an email to division employees, Fallon said: "After careful consideration, we decided that these systems do not align with Pearson's stated commitment to focus on products and services that shape student outcomes in a way we can directly measure and improve."

Here's the letter sent to the ISV partners:

ALL TOO COMMON
THE TAKEOVER TRILOGY+ONE
BUILDING PHAROAH'S (BP)

PEARSON

ALWAYS LEARNING

PREVIEW PAGES FROM

Dear Valued ISV Partner:

"BUILDING PHAROAHs (BP)"
Today, Pearson is announcing a decision to explore sale options for our Student Information System (SIS) businesses. The School Information System businesses include PowerSchool®, PowerSchool SMS, Gradespeed, and eSIS. In preparation for this sale, we have decided to reorganize the SIS businesses into an integrated, stand-alone unit.

A FORTHCOMING DOCUMENT COLLECTION MEANT TO COMPLETE A TRILOGY
The SIS business has been an important and successful part of Pearson's portfolio and we are confident that a new owner will ensure these businesses continue to thrive. Our partner program will remain an important part of our go-forward strategy.

During this transition period, your relationship with us will remain the same—nothing changes.

PowerSchool's collaborative approach and application programming interface (API) tools have enabled us to build the largest, most rapidly expanding network of education technology partnerships in K-12. Moving forward, we will continue to enhance the PowerSchool ISV program.

We look forward to ongoing collaboration with our ISV partners to deliver complementary solutions our customers rely on to improve their administrative and instructional outcomes.

Sincerely,



Bryan MacDonald
Managing Director
School Systems

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Mar 25, 2015
- [Turning Student Cell Phones into Instructional Tools with Nearpod](#)
Mar 17, 2015
- [Pearson Integrates PowerSchool With 100 Third Party Vendors](#)

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BUILDING PHAROAHs (BP)**

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Products

PowerSchool

PowerSchool SMS

Star_Base Customers

PowerTeacher

Mobile Apps

Schoolnet

Schoolnet for PowerSchool

Pearson Inform

Interoperability

GradPoint™

View Product Demos

Mobile Apps

"BUILDING PHAROAH'S (BP)"

PowerSchool for Parents

PowerSchool is now portable! The PowerSchool for Parents app is available for download on Google Play for Android devices as well as from the App Store for the iPhone®, iPad® or iPod touch®*. Parents can easily view each child's progress in a single feed to check grades, review assignments, and more! Also included in both apps is the option for students and parents to share classroom information through Facebook and Twitter.

PowerSchool for Parents provides real time access to:

Attendance

Final Grades

School Announcements

Standard Scores

Assignments

Citizenship Grades

Assignment Scores

Lunch Transactions (if using PowerLunch)

Teacher Comments

Fee Transactions



You can also use PowerSchool for Parents to register to receive email alerts for grades, attendance, assignments and more.

Get PowerSchool for Parents For Free:

Check Your District's Readiness for PowerSchool for Parents

Use this tool to search for your district by zip code. If your district appears in the search results, you should be able to use the PowerSchool for Parents app. Note that you must have a username and password assigned to you by your child's school. Also, your district must have single sign-on (SSO) enabled.

Your school district must be using the PowerSchool 7.1.3 or later student information system in order to use PowerSchool for Parents. If you are not sure what student information system your school is using, contact your school and ask if they're using PowerSchool.

- PowerSchool for Parents requires PowerSchool 7.1.3 or later
- Requires activation of Mobile Services by each district system administrator
- Requires a wireless or mobile data connection
- Requires that parent access be enabled by school administration
- Requires that Single Sign-on (SSO) be enabled for your district

* Version 2.5 of PowerSchool for Parents for the iOS requires iOS 6 or later for iPhone, iPad, and iPod touch.

* Version 2.0 for Android requires Gingerbread version 2.3.3 or greater.

* It is recommended to update to PowerSchool 7.11.0 or later.

Home

Products

Mobile Apps

PowerSchool for Parents

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Support
Project Management
Implementation
Training & Certification
Supplemental Services
Technical Support
Enterprise Management
Data Continuity
Software As A Service

PowerSchool Supplemental Services

Many PowerSchool customers use our supplemental services to let our experienced staff save them time and assist them with PowerSchool deployment, management, and learning needs, within a set scope and price. Pearson Education Technology Services offers a number of limited engagement offerings, based upon proven success, and built on a collaborative relationship between you and our service teams. The supplemental services listed below are designed to address core SIS areas and functions that are meaningful to you and your school stakeholders.

"The continuing support we receive for our product, PowerSchool, is the best in the business. Pearson's wide array of technical support resources and quick response to our needs demonstrates the importance they place on customers."

- Director of IT,
Westside Community Schools

DOCUMENT COLLECTION

End-of-Term Readiness & Completion	Standards Setup & Importing
End-of-Year Readiness and Completion	Test Score Setup & Importing
Data Review and Consultation	PowerLunch Setup & Deployment
New School Setup & Data Load	Next Year Setup and Readiness
Incident Management Setup	Honor Roll Setup
Parent/Student Portal Setup & Roll-out	Federal Ethnicity Setup

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[Online Demos
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Pearson is educating
100 million people
worldwide.

For more detailed course information and pricing, please contact your Pearson account executive, call 1-877-873-1550, or [click here](#).

Need access to PowerSource, Pearson's community-based customer support and offerings portal? Ask the PowerSchool Administrator at your school about obtaining access. PowerSource is available to all district and school staff, including teachers, administrators, and IT staff.

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Support

Project Management

Implementation

Training & Certification

Supplemental Services

Technical Support

Enterprise Management

Data Continuity

Software As A Service

Make Data Protection A Priority

"BUILDING PHAROAH'S (BP)"

Catastrophic data loss can occur at any time. Pearson's Data Continuity Service (DCS) provides you with a comprehensive and highly secure disaster recovery solution, offering off-site, secure data storage and prompt data restoration in the event your on-site data suffers irreparable harm.

[Watch the DCS webinar](#)

A FORTHCOMING

When you purchase Pearson's Data Continuity Service, you'll receive:

- **Collection and transmission** - On a nightly basis, your data will be automatically collected and compressed using both 256-bit military-grade AES and 448-bit blowfish encryption, and then transmitted with 128-bit SSL encryption. This process is the safest most secure way to transmit data available today, so you can be confident your data will be protected.
- **Storage** - Pearson has teamed with data storage giant Decho to provide a secure data storage for our customers. After transmission, your data is password-protected by Pearson and stored, using 448-bit blowfish encryption, on three separate servers housed in multiple, temperature-controlled, fire proof, seismic-resistant facilities, where personnel access is strictly limited. In addition, your data is stored using proprietary software that prevents even Decho employees from viewing and accessing it. Each data transmission is stored for 30 days, protecting you against undiscovered errors and loss of data. We take these measures so you can be confident your data is safe, secure and accessible when you need it.
- **Restoration** - Pearson will restore your data up to two times per year in the event you suffer irretrievable loss. Restoring an instance of PowerSchool® is not an easy task; it requires astute knowledge of where your data, customizations, and other PowerSchool files are located. Pearson performs thousands of restoration procedures every year, which is why we are confident in our ability to restore your data within one business day or less should you suffer a catastrophic loss.

A Team You Can Rely On

As the leading provider of K12 education solutions for student information management, Pearson is a name you can trust. Protect yourself from data liability; let our dedicated team of professionals secure your data and provide you with peace of mind.

"The continuing support we receive for our product, PowerSchool, is the best in the business. Pearson's wide array of technical support resources and quick response to our needs demonstrates the importance they place on customers."

- Director of IT,
Westside Community Schools

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"BUILDING PHAROAH'S (BP)"

Pearson to sell PowerSchool to Vista Equity Partners

June 17, 2015

DOCUMENT COLLECTION

Pearson plc ("Pearson") today announces that it has agreed the sale of its PowerSchool business to private equity firm Vista Equity Partners ("Vista") for a gross consideration of \$350 million, payable in cash. Pearson had announced its intention to explore a sale of PowerSchool in February 2015.

PowerSchool, the leading provider of K-12 student information systems (SIS), supported 15 million students in 73 countries in 2014, and its flagship product, PowerSchool is the most widely used web-based SIS in North America. The transaction also includes other SIS businesses including PowerSchool SMS, Gradespeed and eSIS Forms.

PowerSchool contributed \$97 million of revenues and \$20 million of operating income to Pearson in the 12 months to 31 December 2014. Over the same period, PowerSchool contributed approximately 1.2 pence to Pearson's adjusted earnings per share.

John Fallon, Pearson's chief executive, said:

"These businesses have been a successful part of Pearson's portfolio, and we wish our colleagues well. The sale of PowerSchool, an administrative system rather than a tool for learning, teaching or assessment, will enable us to focus more directly on learning outcomes, and further simplify Pearson as we make our products more global, digital and scalable."

Robert F. Smith, Chairman and CEO of Vista Equity Partners, said:

"PowerSchool has an impressive track record of delivering innovative, mission-critical products that serve the diverse needs of educators, parents and students around the globe. We are very pleased to welcome PowerSchool into the Vista family, and we look forward to partnering together to build on their success and make an even greater impact on education."

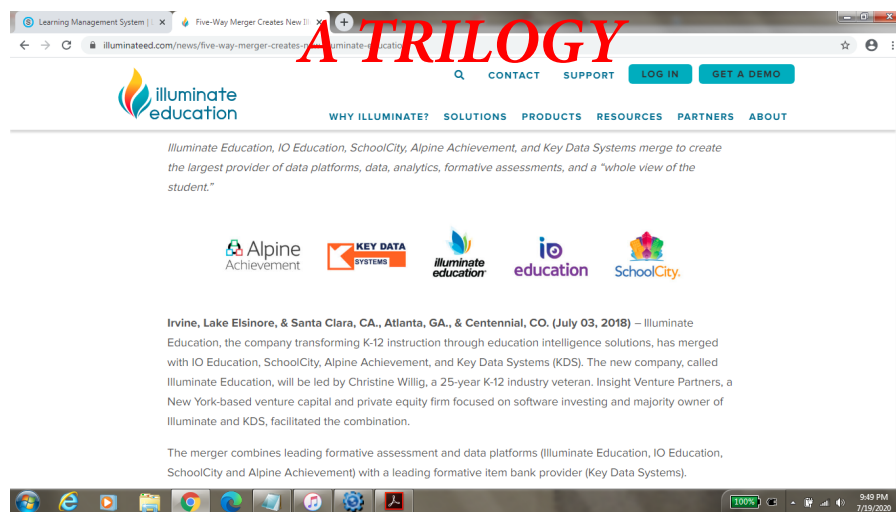
The transaction is expected to close during the third quarter of 2015.

Evercore acted as financial adviser to Pearson on this transaction. Morgan Stanley acted as financial adviser to Vista.

PEARSON SELLS TO POWERSCHOOL AND POWERSCHOOL IS SCHOLOGY



SCHOLOGY IS VISTA EQUITY PARTNERS AND ILLUMINATE EDUCATION ARE
MEANT TO COMPLETE
INSIGHT VENTURE PARTNERS



OUR CURRENT U.S. ECONOMY IS BUILT UPON THE COLLECTION, DISSECTION AND
RESALE OF INFORMATION. PRIVATE INFORMATION NO LONGER EXISTS. CAN YOU
PARTICIPATE IN THIS UNITED STATES ECONOMY WITHOUT SEVERAL LOGIN
ACCOUNTS? YOU CAN ONLY BUY U.S. SAVINGS BONDS ONLINE. YOUR LIFE IS
CONSTANTLY DIGITIZED AND YOU ARE FORCED TO PARTICIPATE IN THE PROCESS.
ALL THIS INFORMATION HAS VALUE...THAT IS WHY IT IS BEING INVESTED IN.

BUT...

IF IT IS STILL ILLEGAL IN THE UNITED STATES FOR A THIRTEEN YEAR OLD TO HAVE AN
EMAIL ACCOUNT, WHY IS IT LEGAL FOR INVESTMENT FIRMS (OR RESEARCH PARTNERS)
TO BUY/REQUEST DATA FROM EDUCATION COMPANIES/DATA WAREHOUSES?
STUDENT DATA APPEARS TO BE QUITE A HOT COMMODITY.

GOOGLE (classroom) and Microsoft (x-box) collect mountains of information every minute of every day.
HOW DO YOU OPT OUT OF THE INTERNET? HOW DOES YOUR STUDENT?

WE HAVE LOST OUR RIGHT TO PRIVACY.

ALL TOO COMMON
THE TAKEOVER TRILOGY+ONE

WE SHOULD ENACT AN AMERICAN \$2000 DIGITAL DATA STIPEND:
BUILDING PHAROAH'S (BP)
MODERN EDUCATION COMMERCE REVOLVES AROUND FORCED STUDENT DATA COLLECTION.
AMERICAN SOCIETY NOW DEMANDS WE PARTICIPATE IN ELECTRONIC COMMERCE. IT MAY
EVEN PENALIZE THE CONSUMER FINANCIALLY FOR NOT DOING SO.

(MA Pay by Plate: more \$ to process if pay by mail).

ANONYMOUS STUDENT RECORDS CAN BE LINKED TO SOCIAL SECURITY NUMBERS.

SECTION 06 **A**

CHAIRMAN FOR FIVE YEARS

pages 382 - 408: Complete PARCC Consortium Memorandum Of Understanding
Summer 2010 - December 14, 2015
-received from Massachusetts DESE

page 392, section 4, part a:

As states were dropping out of the Consortium, our Commissioner (who was the Chairman of the PARCC Governing Board for the entire length of the initial PARCC MOU) refused to abandon the PARCC Consortium.

9 out of the original 26 PARCC Consortium applicant states remain active members of the PARCC Consortium.

2 of those states are pursuing other options involving PARCC questions.

Massachusetts is currently one of the two states pursuing other options.

Massachusetts should no longer remain one of those states.

Dump PARCC. The smart states already have.

page 409: Article about MCAS 2.0/PARCC hybrid
-www.google.com

MCAS 2.0 could be up to 90 percent PARCC.

The Board of Education never voted to adopt the PARCC assessment yet it will be the basis for all our future testing.

This coming from a guy who chaired the PARCC Governing Board for five years.

The extended period of management constitutes a clear conflict of interest.

page 410: MCAS 2.0 update
-www.doe.mass.edu-

I look forward to seeing the PARCC Consortium's re-organization plans.

pages 411 - 419: PARCC Consortium MOU December 2015 - June 2016
-received from Massachusetts DESE

The current PARCC Consortium MOU was re-worded so that Massachusetts may still participate as a Governing State.

page 413, part 4, section A.1, A.1.a, (A.1.a.ii)

Why would we commit to "support efforts to maintain, improve and innovate the (PARCC) assessment system" if we did not adopt the test?

NONE OF THIS MAKES SENSE.

MASSACHUSETTS LED THE PACK BECAUSE WE VALUED GREAT TEACHING. MOST OF THOSE TEACHERS ARE STILL GOING TO WORK EVERY DAY IN THIS STATE'S PUBLIC SCHOOL SYSTEM.

WE HAVE ALLOWED THE MASSACHUSETTS DEPARTMENT OF EDUCATION TO DEMONIZE THIS PROFESSION AND TRANSFORM THE ART OF TEACHING INTO A FAST FOOD CORPORATION.

TO REACH THE TOP WE DID NOT NEED COMPUTERS OR DATA.

WE TRUSTED OUR PROFESSIONAL TEACHERS.

WE SHOULD BE ABLE TO RELY ON OUR ELECTED AND APPOINTED OFFICIALS TO SAFEGUARD OUR CHILDREN.

PARENTS CAN CRIPPLE THIS SYSTEM BY SIMPLY REFUSING TO ALLOW THEIR CHILD TO PARTICIPATE IN THE PARCC ASSESSMENT.

STATE FUNDING DROPS WHEN PARTICIPATION DIPS BELOW 90-95%.

APPENDIX (A)(1) – A – xvi

MASSACHUSETTS

MEMORANDUM OF UNDERSTANDING

ADDENDUM 2

ADDENDUM 3

TRANSMITTAL LETTER

**MEMORANDUM OF UNDERSTANDING: MASSACHUSETTS
For**

Race To The Top – Comprehensive Assessment Systems Grant

**PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND
CAREERS MEMBERS**

JUNE 2, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 17th day of June 2010, (the "Effective Date") by and between the State of Massachusetts and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.
- To provide assessments and results that:
 - Are comparable across states at the student level;
 - Meet internationally rigorous benchmarks;
 - Allow valid measures of student longitudinal growth; and
 - Serve as a signal for good instructional practices.
- To support multiple levels and forms of accountability including:
 - Decisions about promotion and graduation for individual students;
 - Teacher and leader evaluations;
 - School accountability determinations;
 - Determinations of principal and teacher professional development and support needs; and
 - Teaching, learning, and program improvement.
- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

- A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.
- B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

- C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.
- D. The Consortium shall adopt a test security policy no later than the spring of 2011.
- E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.
- F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.
- G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.
- H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.
- I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

- 1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.
 - a. The eligibility criteria for a Governing State are as follows:
 - (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;
 - (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;
 - (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

- (iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
 - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
 - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
 - participation by local schools and education agencies in pilot tests and field test of system components; and
 - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
 - Develop the overall assessment design for the Consortium;
 - Develop content and test specifications;
 - Develop and review Requests for Proposals (RFPs);
 - Manage contract(s) for assessment system development;
 - Recommend common achievement levels;
 - Recommend common assessment policies; and
 - Other tasks as needed.

- (v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

- b. A Governing State has the following additional rights and responsibilities:
- (i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;
 - (ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;
 - (iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;
 - (iv) A Governing State must participate in the work of the Consortium's design and assessment committees;
 - (v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;
 - (vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;
 - (vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;
 - (viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

- (ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

- (i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.
- (ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;
- (iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;
- (iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;
- (v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;
- (vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

- (vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;
- (viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

a. The eligibility criteria for a Participating State are as follows:

- (i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;
- (ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

- (i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;
- (ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

- (iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and
- (iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

- 1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.
- 2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;
2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:
 - a. Overall design of the assessment system;
 - b. Common achievement levels;
 - c. Consortium procurement strategy;
 - d. Modifications to governance structure and decision-making process;
 - e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:
 - (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;
 - (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.
 - a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;
 - b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;
 - c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;
 - d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;
 - e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and
 - f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

- a. The position of Governing Board Chair shall rotate among the Governing States on an annual basis, such that each individual serving as Governing Board Chair shall have a 12-month term.
- b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.
- c. The Governing Board Chair shall have the following responsibilities:
 - (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

- (a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;
 - (b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;
 - (c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;
 - (d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and
 - (e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.
5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.
- a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.
6. Participating States may provide input for Governing Board decisions, as described below.
7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.
- a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;
 - b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.
2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.
 - a. Recommendations are made on a consensus basis, with input from the Participating States.
 - b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.
 - c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.
 - d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.
 - a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.
 - a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.
 - b. Chief state school officers or their designees only shall be invited to the second annual convening.
2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:
 - a. Participation in conference calls and/or webinars;
 - b. Written responses to draft documents; and
 - c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

- A. Possible coordinated cooperative purchase discounts;

- B. Possible discount software license agreements;
- C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;
- D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;
- E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and
- F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States -- Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

- 1. Has all requisite power and authority necessary to execute this MOU;
- 2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);
- 3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;
- 4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;
- 5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;
- 6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

- a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.
7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;
8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:
 - a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;
 - b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;
 - c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and
 - d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.
9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and
10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

- A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.
- B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

- A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board,
- B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.
- C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: *Bob Bickerton, Associate Commissioner*

Mailing Address: *Dept. of Elementary & Secondary Ed., 75 Pleasant St.
Malden Ma 02148*

Telephone: *781-338-3800 Blackberry: 781-420-4049*

Fax: *781-338-6850*

E-mail: *rbickerton@doe.mass.edu*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

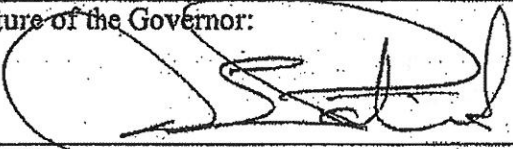
The State of [INSERT] hereby joins the Consortium as a [Participating OR Governing] State, and agrees to be bound by all of the assurances and commitments associated with the [Participating OR Governing] State membership classification. Further, the State of [INSERT] agrees to perform the duties and carry out the responsibilities associated with the [Participating OR Governing] State membership classification.

Signatures required:

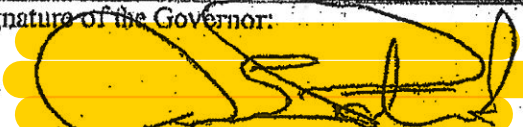
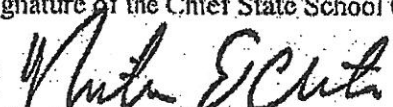
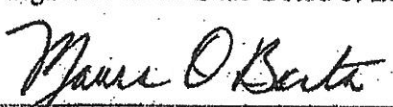
- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Selection Criterion (A)(1)(c) and (A)(8)(d) for the Race to the Top Assessment Program Comprehensive Assessment Systems grant program.
- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: <u>Massachusetts</u>	
Signature of the Governor: 	
Printed Name: <u>Deval Patrick</u>	Date: <u>June 16, 2010</u>
Signature of the Chief State School Officer:	
Printed Name:	Date:
Signature of the State Board of Education President (if applicable):	
Printed Name:	Date:

STATE SIGNATURE BLOCK

State of: <u>Massachusetts</u>	
Signature of the Governor: 	
Printed Name: <u>[Redacted]</u>	Date: <u>[Redacted]</u>
Signature of the Chief State School Officer: 	
Printed Name: <u>Mitchell B. Chester</u>	Date: <u>June 17, 2010</u>
Signature of the State Board of Education President (if applicable): 	
Printed Name: <u>MARK D. BANTA</u>	Date: <u>June 17, 2010</u>

ADDENDUM 2:

MASSACHUSETTS ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING

For

**Race To The Top -- Comprehensive Assessment Systems Grant Partnership For
Assessment of Readiness for College and Careers Members**

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 10, 2010

Plan of Massachusetts

Massachusetts conducted a review of State laws, regulations and policies to identify current barriers to implementing the proposed assessment system. As a result of this review, Massachusetts finds that the assessment program proposed by the Partnership for Assessment of Readiness for College and Careers (PARCC) is consistent with and can be implemented by the Commissioner of Elementary and Secondary Education under current state law. Regulations that have been promulgated to implement assessment related state statutes will need to be amended. The Board of Elementary and Secondary Education has the authority to propose, enact and amend these regulations. Such revisions to regulations do not constitute a barrier to implementing the new common assessments.

The following references to Massachusetts regulations are directly related to the statewide assessment program and would need to be amended to fully transition to the new assessments in grades 3-8 and high school:

- 603 CMR 30.03 Standards for Competency Determination
 - 603 CMR 30.03 (2) English language arts and mathematics standards
 - 603 CMR 30.03(3) Science and Technology/Engineering standards
- 603 CMR 30.04 Score Appeals
- 603 CMR 30.05 Performance Appeals

Massachusetts Commissioner of Education will work closely with the Governor, Secretary of Education, the Board of Elementary Education (BESE) and educational leaders (subsequently referred to as "state educational leaders and stakeholders") across the state to establish the conditions and regulatory framework required to implement the PARCC common assessments prior to their scheduled statewide implementation in the 2014/2015 school year.

Timeline:

- September 2010—June 2011: The Commissioner will provide regular updates and convene discussions on progress in developing the PARCC assessments including evaluations of how they compare to our state's current assessment system, MCAS.
- September 2011—December 2011: The Commissioner will present draft amendments to the regulations that would support implementation of PARCC assessments by the 2014-15 school year to the BESE and other state education leaders and stakeholders.

ADDENDUM 2:
**MASSACHUSETTS ASSURANCE REGARDING PROCESS AND PLANS FOR
IMPLEMENTING PROPOSED ASSESSMENT SYSTEM**

- January 2012—March 2012: Proposed amendments to the regulations will be released for public comment. Comments will be summarized for BESE and the proposed amendments to the regulations will be revised as may be indicated.
- April 2012: The Commissioner will seek approval and BESE will vote on adopting the proposed amendments to the regulations.
- April 2012—June 2012: The regulations, if approved, will be recorded by the Secretary of State.

ADDENDUM 3:
MASSACHUSETTS ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For
Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION
IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of Massachusetts on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that Massachusetts may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.
2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").
3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.
4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

ADDENDUM 3:
MASSACHUSETTS ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
 - a. Issue the Request for Proposal;
 - b. Receive and evaluate responsive proposals;
 - c. Make source selection determinations on a best value basis;
 - d. Execute a contract with the awardee(s);
 - e. Administer awarded contracts.
6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.
 - a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
 - i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
 - ii. Receive and evaluate responsive proposals;
 - iii. Make source selection determinations on a best value basis;
 - iv. Execute a contract with the awardee(s);
 - v. Administer awarded contracts.
 - b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

ADDENDUM 3:
**MASSACHUSETTS ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS**

procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

- i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Ellen Bickelman, in my capacity as the chief procurement official for the Commonwealth of Massachusetts, confirm by my signature below that the Commonwealth of Massachusetts may, consistent with the procurement laws and regulations of the Commonwealth of Massachusetts participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

Ellen Bickelman

State Purchasing Agent, Operational Services Division
[NAME/TITLE/STATE NAME]

June 14th, 2010
[DATE]



THE COMMONWEALTH OF MASSACHUSETTS

EXECUTIVE OFFICE OF EDUCATION

ONE ASHBURTON PLACE • ROOM 1403

BOSTON, MA 02108

DEVAL L. PATRICK
GOVERNOR

TIMOTHY F. MURRAY
LIEUTENANT GOVERNOR

S. PAUL REVILLE
SECRETARY

TEL: (617) 979-8340
FAX: (617) 727-0049
www.mass.gov/education

June 14, 2010

Mike Cohen, President
Achieve, Inc.
1775 Eye Street NW, Suite 410
Washington, DC 20006

Dear Mr. Cohen:

Thank you for coordinating and leading the work of the Partnership for Assessment of Readiness for College and Careers (PARCC). We are very pleased to be a part of this important work and appreciate your support, as well as that of the PARCC member states.

We are submitting this letter to accompany the attached Memorandum of Understanding in order to clarify Massachusetts' position in two important areas. First, we want to emphasize that Massachusetts will not adopt any set of standards that are not at least as comprehensive and rigorous as, if not more than, our current standards. We have been participating in the Common Core Standards development effort and have set out a timeline for considering them, but we cannot commit to adoption until we are satisfied that they maintain or exceed the high standards that have been developed in Massachusetts over the past 17 years.

Second, it is our intention to use the assessment system that is developed by the PARCC to the extent it serves the best interests of students and teachers. Similar to our above-stated position with respect to standards, we cannot commit to adopting any new system of assessments until it is developed and we can ensure it is as comprehensive and rigorous as, if not more than, our current system. We are excited about the opportunity for Massachusetts to play a key role in the development of the assessment system, both as a governing state in the consortium and through the work of Commissioner Chester, who will serve as chair of the consortium for its first year. Once the new system is developed and we are able to make the determination that the new assessment system is at least as comprehensive and rigorous as our current system in Massachusetts, we will then work to implement it.

With that said, we are committed to working in partnership with the Consortium, leveraging the expertise and experience of other states in this area, and to sharing our own expertise and experience. We are eager to participate in all aspects of this vital work and strongly believe the Consortium's efforts offer tremendous promise for students and families.

Thank you again.

Sincerely,

Paul Reville
Secretary of Education

Mitchell D. Chester
Commissioner of Elementary and Secondary Education

POLITICS ECONOMY ENVIRONMENT

CommonWealth

POLITICS, IDEAS & CIVIC LIFE IN MASSACHUSETTS

Q DONATE VISIT

EDUCATION CRIMINAL JUSTICE HEALTH

EDUCATION

Chester recommends "MCAS 2.0"

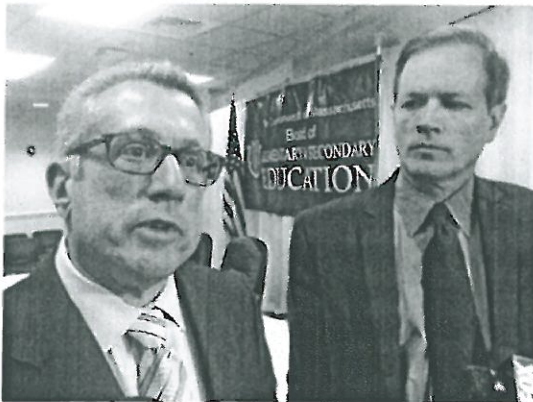
State ed chief says "next generation" assessment should draw from PARCC and MCAS

 MICHAEL JONAS Nov 12, 2015

STATE EDUCATION COMMISSIONER Mitchell Chester proposed that the state develop a "next generation" testing system that combines elements of the Common Core-aligned PARCC test and the MCAS exam that Massachusetts has been using for nearly two decades.

In making his official recommendation today, Chester detailed a proposal he first sketched out last month, when he took the education field by surprise with his idea of a hybrid test rather than adopting outright the PARCC test developed by a multistate consortium or sticking with MCAS.

"This new test will build on the best elements of both PARCC and MCAS and will allow us to retain final control over our test content, testing policies, and test administration procedures," Chester wrote in a memo today to the state Board of Elementary and Secondary Education. The board is scheduled to vote on Chester's proposal next Tuesday.



State education commissioner Mitchell Chester, left, and Education Secretary Jim Peyser speak with reporters following the Board of Elementary and Secondary Education meeting in October where Chester first outlined his idea of a hybrid test combining PARCC and MCAS.

In his memo, Chester calls PARCC a "substantial advancement" over MCAS, but says the state needs to maintain full control over all aspects of its assessment. His proposal recommends that state educators begin work on a new test, to be used in all districts in the spring of 2017, that incorporates elements of both MCAS and PARCC, which stands for Partnership for Assessment of Readiness for College and Careers.

Chester suggested last month that a new state test should draw heavily from PARCC, and he again seemed to be pushing in that direction today. Asked in a conference call

with reporters how much he expected a new assessment to make use of PARCC test items, Chester said, "It's hard for me to predict." But it's likely to be a "high proportion," he said. "For all I know, it could be 95 percent PARCC, it could be 80 percent PARCC, maybe 75 percent."

NOTE: Many Massachusetts residents still refer to our state assessment as MCAS when discussing student testing... further eroding PARCC from the record.

The state conducted a two-year tryout of PARCC, with about half of all districts last spring giving the new test, which was developed to be aligned with the Common Core curriculum standards that Massachusetts and more than 40 other states have adopted. About half of the state's districts continued to use MCAS.

For the upcoming testing cycle, in the spring of 2016, Chester is recommending that districts that gave



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Current Issue **WINTER 20**

- Student Assessment Home
- MCAS 2.0
- Overview of Decision
- District Testing Options
- Development Process
- Committees and Workgroups
- PARCC Consortium
- History of MA Standards
- Role of State Board
- Send us Your Feedback
- MCAS
- MCAS Alternate Assessment
- Performance Appeals
- ACCESS for ELLs
- PARCC
- C.O.P./VTCTS
- NAEP
- TIMSS
- PISA
- Growth Model
- Other Resources
- Parent/Guardian Information

Massachusetts Comprehensive Assessment System

MCAS 2.0

Building a New Assessment for the Next Generation and Refining the Massachusetts Curriculum Frameworks

The Department of Elementary and Secondary Education (ESE) is in the process of upgrading MCAS to better measure the critical thinking skills students need for success in the 21st century.

The new test, informally called "MCAS 2.0," will build upon the best aspects of the MCAS assessments that have served the Commonwealth well for the past two decades. The test will include innovative items developed by PARCC, along with new items specifically created to assess the Massachusetts learning standards.

MCAS 2.0 will be designed to be taken on a computer, although many students will continue to use paper-and-pencil versions initially.

Massachusetts will have complete control of test administration, test content, testing windows, and the reporting of results.

As ESE builds the new assessments, we are also seeking the input of educators and community stakeholders from across the state to refine the English language arts (ELA) and math standards.

To share your thoughts about how to improve the standards, please use our [feedback form](#).

Last Updated: February 12, 2016

IN THE FUTURE:

Critically think about who ultimately constructs any long discussed "Civics Curriculum" and definitely be on the lookout for any future MCAS Civics assessment (all standards taught must be tested) that may ride in on it's coat tails.

PROS:

CONS:

1. No Oversight.
2. A digital history of your child's civic expression.
3. An initial desire/proposal to collect information on all students grades P-20.
4. The ability to link student identification numbers to social security numbers.

NOTE: Get to know the Massachusetts Department of Workforce Development. I believe the department is now called the Massachusetts Executive Office of Labor and Workforce Development. They crossover into education policy discussion/collaboration from time to time.

HINT: GRANT NUMBER MI-21172-10-60-A-25 page 9

IS "ALL TOO COMMON" ANOTHER EXAMPLE OF CONSPIRACY THEORY OR A PUBLIC RECORD OF HISTORY?

MEMORANDUM OF UNDERSTANDING

Among the State Members Of The

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS

December 15, 2015

1. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 15th day of December 2015, (the "Effective Date") by and between the current member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

This MOU continues and perpetuates the Consortium established by the "Memorandum of Understanding for the Race To The Top -- Comprehensive Assessment Systems Grant" dated June 3, 2010 among the then members of PARCC, but replaces and supersedes that June 3, 2010 MOU in its entirety.

2. Scope, Background and Objectives

This MOU constitutes an understanding between and among the Consortium member states regarding their voluntary participation in the Consortium and the conduct of the Consortium's affairs. This document describes and explains the Consortium's purposes and goals, its organizational and governance structure, and the responsibilities and benefits of participation in the Consortium.

In 2010, the then state members of PARCC joined together in order to secure initial grant funding that they used to develop a new comprehensive student assessment system which measures student knowledge and skills against a state-developed set of college- and career-ready standards in mathematics and English language arts. The consortium has successfully completed the development of the state-created assessment system -- the PARCC Assessment -- and the initial grant funding has been expended. The Consortium states now seek to continue their collaborative activities directed towards high-quality assessments and greater student achievement.

States continuing to participate in the PARCC consortium enter into this revised and replacement MOU in order to pursue collective efforts to maintain and evolve the assessment system, to support the purposes and goals that brought them together in this undertaking, and to engage in other consistent activities that they may agree upon. Though the governance provisions set out here, the PARCC Consortium states will collectively establish the principles that govern the assessment system, determine their respective contributions to the undertakings, and assure the continuing, long-term ability to benefit from their respective investments in this enterprise.

3. Purpose and Goals

The state signatories to the MOU seek to pursue collectively the following goals.

- A. Assure the development, maintenance and availability of state-directed student assessment systems that:
 - A.1. Are comparable across states;
 - A.2. Meet and apply internationally rigorous benchmarks;
 - A.3. Provide models to educators of instructional practices that support teaching and learning for all students;
 - A.4. Allow valid measures of growth in student achievement from year to year.
 - A.5. Provide opportunities for all students to demonstrate proficiency according to state-developed academic standards, including English learners and students with disabilities, and regardless of income or family background.
- B. Support educators in their efforts to improve classroom teaching and learning for every child and to close achievement gaps.
- C. Measure students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards may be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all Consortium member states.
- D. Support additional uses for the assessment system, for implementation as may be determined by an individual state, including by way of example one or more (or none) of the following:
 - D.1. public reporting of results to parents, educators and the public;
 - D.2. school and district accountability determinations;
 - D.3. determinations of principal and teacher effectiveness and professional development and support needs;
 - D.4. decisions about promotion and graduation for individual students; and
 - D.5. teaching, learning, and program improvement.

4. Consortium Membership

A. Membership Types, Roles and Responsibilities

A.1. Governing State:

A.1.a. A State is considered a “Governing State” if it meets the following eligibility criteria:

(A.1.a.i) The PARCC-developed summative student assessments are administered to students in the state, using the test forms developed and approved by Consortium states;

(A.1.a.ii) Supports efforts to maintain, improve and innovate the assessment system, including continued development of high quality assessment items in ELA/literacy and mathematics for grades 3-8 and high school;

(A.1.a.iii) Participates in a shared leadership model in which the chief state school official serves as a member of the PARCC Governing Board, consistent with the Consortium By-Laws.

(A.1.a.iv) Contributes to the Consortium’s activities by providing such staff, financial, and/or other resources as the PARCC Governing States collectively agree will be expected of a Governing State;

A.1.b. Governing States have the following rights and privileges:

(A.1.b.i) A Governing State has authority to participate with other Governing States to approve the design, modification and evolution of the assessment system developed by and for the Consortium;

(A.1.b.ii) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium’s work plan and theory of action;

(A.1.b.iii) A Governing State has authority to participate with other Governing States to provide direction to any Project Management Support Contractor (PMSC) with which the Governing States may engage, to any other contractors or advisors retained by or on behalf of the Consortium that are compensated funds contributed by the Governing

States, and to Parcc, Inc. with regard to management of intellectual property that was developed by and for the Consortium.

A.2. Participating State

A.2.a. A Participating State commits to administer the PARCC-developed and approved student assessments to students in the state

A.2.b. A Participating State is invited to provide staff, advice and other resources to support the Consortium's efforts to maintain, develop and improve the assessment system, but does not participate in the Consortium's governance.

A.3. Common Commitments and Responsibilities of Governing and Participating States

A.3.a. Implement strict item and test security policies and procedures, as defined and approved by the Governing Board, that protect the security and integrity of the assessment items;

A.3.b. Implement common test administration practices, as defined and approved by the Governing Board, that enable the reporting of comparable results;

A.3.c. Provide accommodations and accessibility features that ensure the assessment is open and accessible to all students, including students with disabilities and English learners, as defined and approved by the Governing Board.

B. Application Process For New Members

A State that wishes to join the Consortium may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Chief State School Officer must sign a copy of the most recent iteration of this MOU, as it may have been amended.

C. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the chief state school officer, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

5. Consortium Governance

A. The Consortium's policies, business and practices will be determined and directed

collectively by the states through a Governing Board.

- B. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;
- C. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:
 - C.1. Overall design of the assessment system;
 - C.2. Common achievement levels;
 - C.3. Consortium procurement strategy;
 - C.4. Modifications to governance structure and decision-making process;
 - C.5. Policies and decisions regarding control and ownership of intellectual property developed by or for the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:
 - C.5.a. will provide equivalent rights to such intellectual property to all Governing states participating in the Consortium;
 - C.5.b. assure that any Governing State that withdraws from the Consortium will continue to have access to assessment items developed during its tenure in the Consortium, through such licensing and test security agreements as the Governing Board establishes to manage and protect the intellectual property;
- D. The Governing Board shall be chaired by a chief state school officer from one Governing State.
 - D.1. The Governing Board Chair shall serve a one-year term, which may be renewed.
 - D.2. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.
 - D.3. The Governing Board Chair shall have the following responsibilities:
 - D.3.a. To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and orderly manner. The tasks related to these responsibilities include:
 - (D.3.a.i) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing

Board and the Consortium;

(D.3.a.ii) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(D.3.a.iii) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(D.3.a.iv) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(D.3.a.v) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

E. Participating States may provide input for Governing Board decisions, as described below.

F. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

F.1. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

F.2. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

G. The Governing Board shall meet at least quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

6. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

- A.1. Has all requisite power and authority necessary to execute this MOU;
- A.2. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;
- A.3. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:
 - A.3.a. Engage faculty and leadership from IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;
 - A.3.b. Obtain commitments from IHEs or IHE systems to use the assessment in the state's postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.
- B. The PARCC consortium member states have collaborated on the development of assessment content funded through the Race to the Top Grant. This assessment content is available for any state to use on a royalty-free basis for student assessments administered in their states subject to security requirements. The PARCC consortium member states have contracted to develop additional assessment content for use in student assessments with the understanding that it will be available for any member state's use in connection with student assessments administered in that state subject to security requirements.

7. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

8. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of activities in support of the Consortium, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

9. Liability and Risk of Loss

- A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.
- B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

10. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

11. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

12. Duration, Renewal, Termination

- A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through June 30, 2016, unless otherwise extended by agreement of the Governing Board.
- B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.
- C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Consortium Governing Board, or of any applicable bylaws or regulations.

13. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name:

Mailing Address:

Telephone:





Fax:

E-mail:

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board or the Chair's designee.

14. Signatures and Intent To Join in the Consortium

The State of [INSERT] hereby joins the Consortium as a [Participating OR Governing] State, and agrees to be bound by all of the assurances and commitments associated with the [Participating OR Governing] State membership classification. Further, the State of [INSERT] agrees to perform the duties and carry out the responsibilities associated with the [Participating OR Governing] State membership classification.

State of: 	
Signature of the Chief State School Officer: 	
Printed Name: 	Date: 

No one signed a 2015 PARCC MOU but, we were super lucky and got the PARCC test anyway.

(see "Section 03 A" in this chapter for a recommitment letter that was also never signed in 2015.)

What we in Massachusetts were sold was a new Next-Generation assessment that would be at a minimum 3/4 PARCC.

(as page 409, in this section, describes)

"Building Pharoahs (BP)" will examine the many contract modifications to the 2016 Massachusetts Measured Progress Assessment contract (now a contract with Cognia).

In 2018 Measured progress was bought/merged. In 2019 something else happened with Measured Progress and further restructuring was necessary. What/who is/was Cognia? Time will tell.

CHAPTER 03

**Why bother with researching information?
Because people will lie directly to your face.**

**People willing to lie to your face in defiance of fact are bad-faith actors.
Multiple text and video examples of questionable behavior have been
publicly available at www.nocommoncore.net for years.**

(hopefully to be archived on www.archive.org, searchable by typing the above url in the "wayback machine") *

**Visit www.youtube.com and search "mass standardized testing"
Selected clips may accompany "Building Pharoahs (BP)."**

this is the web



page graphic

**I wanted to publish this update in 2020 but, the American populace
seemed so content (October through December 2020) in it's downward
spiral of depravity, I chose to delay publication in order to coincide more
directly with the complete downfall of America (Feburary 13th through the
final Vote of the Senate in Donald J. Trump's second Impeachment Trial).**

-Homage to the opening remarks of Donald J. Trump Attorney Bruce L. Castor Jr.

Wouldn't it be great if we could go back to a world where facts were true?

Education is not a Democratic vs. Republican issue. The policy drive remains constant under the Executive Branch.

**I saw a documentary about Tazers (the high-power stun gun). It explained how
a Corporation might promote the safety of his/her own product. *I use pronouns
because Corporations are people in America (LGBTQ? Minority?).* Obviously a
Tazer is not a killing machine and is safe for use. Approved.**

**A Corporation's purchased "research product" might be submitted as proof of
safety in front of regulatory/legislative bodies (much like Common Core/PARCC).**

**Bogus work product based on junk science is allowed to drive education
reform. Students, parents and staff suffer from educational malpractice while
Corporations are making money. Why does money matter more than children?**

*** select calendar date 03/19/2021 or later for the final archive of the yahoo sitebuilder webpage?**

TABLE OF CONTENTS **B**

SECTION 01: THE PARCC CONSORTIUM BYLAWS

SECTION 02: VIOLATION #1: PROPOGANDA

Section 02 provides much of the documentation the Massachusetts Department of Elementary and Secondary Education used to support their position that PARCC is better than MCAS.

SECTION 03: VIOLATION #2: OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION

Section 03 will show that Commissioner Chester influenced a School Committee to change their vote to administer MCAS to a vote in favor of administering PARCC.

SECTION 01 **B**

THE PARCC CONSORTIUM BYLAWS

pages 01 - 14: The only version of the PARCC Consortium Bylaws I have seen.
-www.parcconline.org-

These Bylaws were adopted April 12, 2012*

Article 15, (my page 14) Restrictions on Activities, states that "no substantial part of the activities of PARCC shall be the carrying on of propaganda, or otherwise attempting, to influence legislation".

page 15: Letter from Commissioner Chester to the Massachusetts State Ethics Commission.
-Massachusetts Department of Education Document-

This letter states that there were changes made to the PARCC Bylaws between the time of June 2013 and July 15, 2014. Maybe these Bylaws are different than the PARCC Consortium Bylaws.

Contacting both PARCC Inc and the Massachusetts DESE has not yet resulted in any amended Bylaws being made available to me.

I certainly gave it a good faith effort.

If requested, I will provide a detailed timeline of my correspondence with both PARCC Inc. and DESE.

Duplicate PULL-OUT "section heading information sheets" (SHIS) for CHAPTER 03 have been provided at the end of this collection. Each color-coded SHIS duplicates a corresponding page in this chapter.

(These are additional pages that follow the pull-out pages from Chapter 02)

Chapter 02 - Sections 01A-06A (first) reddish hue

Chapter 03 - Sections 01A-03A (second) bluish hue

**There should be at least one, maybe two, revisions to this document. I have not been able to obtain a more current copy of the PARCC Bylaws.*



BYLAWS OF
PARTNERSHIP FOR ASSESSMENT OF
READINESS FOR COLLEGE AND CAREERS

ADOPTED APRIL 12, 2012

BYLAWS
of
PARTNERSHIP FOR ASSESSMENT OF
READINESS FOR COLLEGE AND CAREERS

Adopted April 12, 2012

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BYLAWS
of
PARTNERSHIP FOR ASSESSMENT OF
READINESS FOR COLLEGE AND CAREERS

Adopted April 12, 2012

ARTICLE 1

General Provisions

Section 1.1 Name and Identification. The Partnership for Assessment of Readiness for College and Careers, which shall herein be referred to as "PARCC", "the Consortium" or "PARCC Consortium", is a partnership of states committed to building a next-generation assessment system for elementary and secondary schools that is based upon adoption of the Common Core State Standards.

Section 1.2 Offices. The initial and primary business offices of PARCC shall, for matters relating to PARCC project management, be at Achieve, Inc., 1400 16th Street, NW, Suite 510, Washington, D.C. 20036 and shall, for PARCC fiscal matters, be at the Florida Department of Education, Turlington Building, Suite 1514, 325 West Gaines Street, Tallahassee, Florida 32399. PARCC may also have offices at such other places as PARCC may require.

Section 1.3 Purpose of Bylaws. These bylaws are intended to describe the governance and basic administrative procedures of the PARCC Consortium. This document should serve to clarify and facilitate the essential functions of the PARCC Governing Board, Steering Committee, Leadership Team, Fiscal Agent, and Project Management Partner. This document is not the intended to serve the broader purpose of setting forth the overall goals, obligations, or specific objectives of PARCC or its participants. The Memorandum of Understanding between PARCC participants, initially effective in June, 2010 (herein referred to as "the MOU"), the PARCC Application for the Race to the Top dated June 23, 2010 (herein referred to as "the PARCC Grant Application"), and other documents agreed to by the participating parties shall serve such broader purposes.

ARTICLE 2

PARCC Membership

Section 2.1 Member States. The Membership of PARCC shall consist of Governing States and Participating States.

Section 2.2 Governing States. Governing States, having agreed to make the strongest commitment to PARCC and its activities, therefore shall have the primary authority, responsibilities, and obligations for PARCC. The eleven founding Governing States, at the time of PARCC's submission of an application to the US Department of Education for Race to the Top Assessment funds were: Arizona,

District of Columbia, Florida, Illinois, Indiana, Louisiana, Maryland, Massachusetts, New York, Rhode Island, and Tennessee.

Section 2.3 Participating States. States that wish to participate in the design of PARCC's assessment system but are not prepared to make the level of commitment of Governing States shall be deemed to be Participating States. The authority, responsibilities, and obligations of Participating States are further delineated in the MOU, Section VII.

Section 2.4 New Members. Any state that agrees to the terms of the MOU may become a Member State. Membership in the Consortium as a Governing State or Participating State shall become effective upon the signing of the MOU by the Governor, Chief State School Officer, and State Board of Education President (if the state has one) of each new Member State. In addition, states that meet the stipulations set forth below in Sections 2.5 and 2.6 shall have the right to become Governing States.

Section 2.5 Governing State Eligibility. The eligibility criteria for a Governing State, as further described in the MOU, Section VII, are as follows: 1) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the U.S. Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category; 2) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds; and 3) A Governing State must be committed to the development of an assessment system that produces results that can be used in a state's accountability system, including for school accountability determinations; teacher and leader evaluations; and teaching, learning and program improvement.

Section 2.6 Governing State Obligations. As further described in the MOU, Section VII, a Governing State must: 1) Provide staff to the Consortium to support the activities of the Consortium and coordinate the state's overall participation in all aspects of the project; 2) Participate in the management of the assessment development process on behalf of the Consortium; 3) Attend Governing Board meetings and calls, as further described in Article 3; 4) Participate on Committees; and 5) Identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement the Consortium's assessment system components by the 2014-15 school year.

Section 2.7 Withdrawal from Membership. At any time, a Governing State or a Participating State may withdraw from membership in the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions in said state that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

ARTICLE 3

PARCC Governing Board

Section 3.1 Composition. The PARCC Governing Board shall be comprised of the chief state school officer, or his or her designee, from each Governing State (all further references herein to Governing Board members shall be understood to mean either the chief state school officer or his or her

designee). When the Governing Board considers Key Matters relating to the PARCC assessments that measure college readiness (as defined in Section 3.2), the Governing Board shall also include each governing state representative serving on the Advisory Committee on College Readiness (hereafter "ACCR"), or his or her designee.

Section 3.2 Authority. The Governing Board shall have final authority to make decisions regarding major policy, financial, design, operational and organizational aspects of the Consortium's work, including: a) overall design of the assessment system; b) common achievement levels; c) Consortium procurement strategy; d) modifications to governance structure and decision-making process; e) selection of and direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with grant funds; f) oversight of the Leadership Team, to which it has delegated the responsibilities set forth in Article 7 below; and g) policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (as further delineated in the MOU).

On Key Matters relating to the PARCC assessments that measure college readiness, the approval of the Governing Board, including ACCR representatives, shall be necessary.

Key Matters are defined as:

- 1) ***Performance level descriptor for college readiness***, which describes the academic preparation that will result in a high likelihood of success in first year credit-bearing courses.
- 2) ***Evidence to be used to inform standard setting and to validate the assessments as indicators of the college readiness***, such as studies that examine content validity, concurrent validity, and predictive validity.
- 3) ***Membership of PARCC's standard setting committee***, for setting the college ready cut score. The committee will be responsible for recommending the college ready cut score based on the performance level descriptor as defined in 1) above and the evidence and studies as determined in 2) above. The committee may be comprised of postsecondary faculty and secondary level educators, based on the determination of the chief state school officer and ACCR representatives from all Governing States.
- 4) ***College-ready cut score***. The Governing Board and ACCR will make the final decision on the cut score, giving significant weight to the committee's recommendation.

Section 3.3 Meetings and Notice. The Governing Board shall hold a minimum of four meetings per year and may select the time and place for regular and other meetings of the Governing Board. Regular and other meetings of the Governing Board may be called by the Chair or by a majority of Governing Board members by delivering notice in writing, of the date, time, place, and purpose of such meeting, to all Governing Board members at least seven days in advance of such meeting. Pursuant to their authority as set forth in Section 3.2 immediately above, Governing Board members may raise major issues and topics for consideration at Governing Board meetings and may add items to agendas that are prepared in advance or distributed at Governing Board meetings.

Section 3.4 Chairing of Meetings. Meetings shall be chaired by the Chair, or, in the absence of the Chair, by another member of the Governing Board as designated by the Chair or as selected by the Governing Board.

Section 3.5 Quorum. A majority of Governing Board members plus one additional Governing Board member shall constitute a quorum for the transaction of business at any meeting of the Governing Board. By way of illustration, if there are a total of fifteen Members of the Governing Board, then nine Governing Board members (a simple majority of eight plus one additional Governing Board member) shall constitute a quorum for the transaction of business.

Section 3.6 Voting. Governing Board decisions shall be made by consensus. Where consensus is not achieved among Governing Board members, decisions shall be made by a vote of the Governing Board. Each Governing State, through its Governing Board member, shall have one vote. Votes of a supermajority of the Governing Board are necessary for a decision to be reached or for an action to be taken. A supermajority of the Governing States for these purposes is defined as a majority of the total number of Governing States plus one additional State. By way of illustration, if there are a total of fifteen members of the Governing Board, then a total of nine Governing Board members (a simple majority of eight plus one additional Governing Board member) must agree for a decision to be reached or for an action to be taken.

On Key matters related to the PARCC assessments that measure college readiness, each chief state school officer and each ACCR member from Governing States shall have one vote. Decisions on Key Matters will require a supermajority of chief state school officers and a supermajority of ACCR members. The intent of this requirement is to promote sufficient discussion between the ACCR members and chief state school officers to arrive at a meaningful consensus and build a strong partnership between the K-12 and postsecondary education systems in PARCC states.

The Governing Board shall, from time to time as necessary, including as milestones are reached and additional states become Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

Section 3.7 Meetings by Remote Communication. One or more Governing Board members may attend any regular, special, or committee meeting of the board through telephonic, electronic, or other means of communication by which all Governing Board members have the ability to fully and equally participate in all discussions and vote on a substantially simultaneous basis. Such participation shall constitute presence in person at such meeting.

ARTICLE 4

Chair of the Governing Board

Section 4.1 Chair. The Governing Board shall be chaired by a chief state school officer from a Governing State.

Section 4.2 Nomination and Appointment. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

Section 4.3 Term. The Governing Board Chair shall serve a one-year term, which may be renewed.

Section 4.4 Responsibilities. The Governing Board Chair shall have the following responsibilities: a) to chair meetings of the Governing Board; b) to provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and orderly manner; c) to ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium; d) to assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensuring that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures, and addresses the matters identified on the meeting agenda; e) to represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary; f) to ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and g) to serve in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

ARTICLE 5

PARCC Steering Committee

Section 5.1 Composition. There shall be a PARCC Steering Committee comprised of a maximum of seven members who shall be appointed by the Governing Board. Steering Committee members shall serve a one-year term, which may be renewed.

Section 5.2 Duties. The primary purpose of the Steering Committee shall be to enable the Project Management Partner, as described in Article 12 below, to move work forward in a timely manner by addressing work process issues requiring guidance or rapid decisions that cannot be delayed until the next Governing Board meeting. The Steering Committee will not make decisions about assessment design, assessment policy or related issues, which remain the responsibility the PARCC Governing Board, but will provide advice and counsel on such matters.

Section 5.3 Telephonic Meetings and Notes. The Steering Committee will meet by telephone at a minimum of bi-weekly. The Project Management Partner will prepare and distribute a summary of each meeting discussion, including an explanation of decisions and options considered, as soon as possible after the conclusion of each meeting.

ARTICLE 6

PARCC Leadership Team

Section 6.1 Composition. Each PARCC Governing Board member shall designate his or her key deputy or state assessment director to serve on the PARCC Leadership Team.

Section 6.2 Responsibilities. Pursuant to its authority under Article 3, Governing Board members have designated the Leadership Team members to serve as the day-to-day lead for PARCC's assessment design and development work in each of the Governing States and to work with state colleagues to advance work with postsecondary education, K-12 educator engagement, technology, research, and in other areas. The Leadership Team shall make recommendations on design and development decisions to the Governing Board (including assessment policies and procedures, test specifications, psychometric architecture, field testing plans, and scoring models); shall provide recommendations and guidance to the Governing Board, the project management partner, fiscal agent, and vendors on procurement decisions (including the scope and content of Requests for Proposals and the evaluation of proposals from prospective bidders) and on assessment design decisions throughout the four-year design and development process; and shall contribute to and participate in the formation of PARCC meeting agendas and PARCC work products. The Leadership Team shall also have primary responsibility for developing, overseeing, and determining the responsibilities of the PARCC Committees described in Articles 7-9 below.

ARTICLE 7

PARCC Committees

Section 7.1 Committees. There shall be Design, Technology, Advisory and other standing and ad hoc committees, groups and teams (herein referred to as "Committees") as are necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC Grant Application.

Section 7.2 Charters and Work Product. Except for the Committees specifically described in Articles 8-10 below, the PARCC Leadership Team will define the charter for each Committee, to include objectives, timeline, and anticipated work product(s), and will specify which design and policy recommendations, if any, may be made by the Committee and which must be elevated to the Governing Board for decision. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback.

Section 7.3 Formation. When a Committee is being formed, the PARCC Leadership Team shall seek nominations for members from all states in the Consortium. In forming committees, the PARCC Leadership Team will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints.

Section 7.4 Decision-Making. Committees shall make recommendations by consensus; but where consensus does not exist the Committee shall provide options to the PARCC Leadership Team or

the Governing Board for decision (except as the charter for a Committee may otherwise provide).

ARTICLE 8

Technical Advisory Committee

Section 8.1 Composition. The PARCC Governing Board as a whole shall appoint members to the Technical Advisory Committee ("TAC") and shall have final approval for the composition of the Committee. The TAC shall be comprised of approximately fifteen members, unless the Governing Board determines otherwise, who shall be selected for their general, large-scale assessment expertise, their specific areas of technical expertise, and their stated commitment to the vision of PARCC.

Section 8.2 Responsibilities. The TAC shall advise PARCC on matters of assessment validity, reliability, and fairness. The PARCC Leadership Team shall determine the specific functions of the TAC and the manner by which the TAC provides input to the Governing Board.

ARTICLE 9

Advisory Committee on College Readiness

Section 9.1 Composition. Every PARCC Governing State shall have the right to appoint a member of the Advisory Committee on College Readiness ("ACCR"); additional representatives from among the Participating States and recognized leaders from national higher education organizations shall be appointed by the Governing Board. The ACCR will be made up of higher education leaders (Chancellors, Presidents, SHEEOs) from PARCC states, both Governing and Participating, as well as recognized education leaders and leaders of national higher education organizations whose members and missions are critical to the success of the initiative.

Section 9.2 Responsibilities. The ACCR will work in partnership with, the PARCC Governing Board to shape the Consortium's strategy for working with higher education systems and institutions and K-12 leaders to ensure the successful development and implementation of the high school assessments and college readiness scores. ACCR members are expected to be advocates for PARCC in their respective states. Each ACCR member is expected to lead an effort to work with the governing bodies and system, campus and faculty leaders who play significant roles in determining the use of the PARCC assessments in his or her state, seeking their participation and input into the PARCC process and their commitment to use the PARCC assessments as indicators of college readiness if justified by the evidence.

ARTICLE 10

PARCC Postsecondary Leadership Team

Section 10.1 Composition. Each PARCC State, both Governing and Participating, shall have the right to appoint a member of the Postsecondary Leadership Team.

Section 10.2 Responsibilities. The PARCC Postsecondary Leadership Team will act as a core group of advisors in the PARCC development and implementation process to help map the process of the higher education engagement strategy by providing advice and counsel to the Advisory Committee on College Readiness on best practices within each state. The team will serve as the coordinating link between the broader state higher education communities, including state higher education institutions and systems, third party stakeholders, faculty and administration, Project Management Partner staff, and members of the Advisory Committee on College Readiness.

ARTICLE 11

Fiscal Agent

Section 11.1 Appointment. The Governing Board shall appoint one of the Governing States in the Consortium to serve as the Fiscal Agent for the Consortium, or shall establish the Consortium as a separate eligible legal entity to administer the grant funds for the Consortium.

Section 11.2 Responsibilities for Grants and Funds. The Fiscal Agent, applying as a Member State and on behalf of the Consortium, shall serve as the "Applicant" state for purposes of Consortium grant applications. The Fiscal Agent shall have fiduciary responsibility to the Consortium to manage, administer, and account for grants, contributions, expenditures, and disbursements of the Consortium, subject to the direction and approval of the Governing Board. The Fiscal Agent shall have no greater decision-making authority regarding the expenditure and disbursement of funds than any other Governing State.

Section 11.3 Other Responsibilities. Subject at all times to Section 13.1 regarding contractual signatory authority for contracts and subject to the direction of the Governing Board and upon the approval of the Governing Board in each instance, the Fiscal Agent shall also: a) issue RFPs in order to procure goods and services on behalf of the Consortium; b) designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium; and c) enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner. The Fiscal Agent may also receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget.

ARTICLE 12

Project Management Partner

Achieve, Inc., a 501(c)(3) tax-exempt organization incorporated in Delaware and based in Washington D.C., (herein referred to as "Achieve") has been selected by the Governing Board to serve as the Project Management Partner. The primary responsibility of Achieve will be to coordinate and manage the actions and activities of the Governing Board, the PARCC Leadership Team, PARCC Committees, the Fiscal Agent and oversee and manage the work of PARCC contractor(s). Achieve will support the governance and decision-making process among the states in the Consortium, provide

overall coordination and direction for the work, coordinate and lead the assessment design and development process, coordinate and lead the process for engaging higher education institutions from all PARCC states in the work, support the research and evaluation studies, support the creation of professional development modules and other model instructional tools, and lead the overall communications strategy necessary to support states in the Consortium.

ARTICLE 13

Financial Transactions and Contributions

Section 13.1 Contracts. The Governing Board may authorize any member of the Governing Board or the Fiscal Agent, Project Management Partner, or other proper officer or agent of the Consortium authorized by the Governing Board to enter into any contract or execute and deliver any instrument in the name of and on behalf of PARCC, and such authority may be general or confined by specific instances.

Section 13.2 Indebtedness. All checks, drafts, or orders for the payment of money, notes, or other evidence of indebtedness issued in the name of PARCC, shall be signed by such officer or agent of PARCC as from time to time may be determined by the Governing Board, including, as authorized, by the chief state school officer of the Fiscal Agent State (or his/her designee), or other proper officer or agent of the Consortium so authorized. In the absence of such determination of the board, such instruments shall be signed by the Chair of the Governing Board.

Section 13.3 Charitable Contributions. The Governing Board or any authorized officer or agent may accept on behalf of PARCC any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the PARCC Consortium.

Section 13.4 Deposits. All funds received by PARCC shall be deposited from time to time to the credit of PARCC in such banks, trust companies, brokerages, or other depositories as the Fiscal Agent shall select.

ARTICLE 14

Books and Records

The Consortium shall keep at the principal office of PARCC correct and complete books and records of account; minutes of the proceedings of the Governing Board, and a register of the names and addresses of Governing Board members, the Fiscal Agent, and the Project Management Partner. All books and records of PARCC may be inspected by any Governing Board member, by the Fiscal Agent, or by the Project Management Partner, or agent or attorney thereof, for any proper purpose at any reasonable time. In addition, documents of PARCC shall be open and made available to the public, with the exception, however, of personal information, private personnel matters, or materials relating to test security, which shall remain confidential.

ARTICLE 18

Personal Liability

No Governing Board member shall be personally liable to PARCC for monetary damages for or arising out of a breach of fiduciary duty as an officer or director notwithstanding any provision of law imposing such liability; provided, however, that the foregoing shall not eliminate or limit the liability of a Governing Board member to the extent that such liability is imposed by applicable law (i) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the law, or (ii) for any transaction from which the Governing Board member derived an improper personal benefit.

ARTICLE 19

Termination

Section 19.1 Termination of Consortium. These bylaws shall remain in effect until otherwise modified by the Governing Board, under Article 20 below, or until the Consortium is terminated. The Consortium will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

Section 19.2 Termination of Member State. Any Member State of the Consortium may be involuntarily terminated by a vote of two-thirds of the entire Governing Board as a Member State for breach of any term of the MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations at any meeting of the Governing Board. No Member State shall be removed from the Consortium unless the notice of the meeting at which removal is to be considered states such purpose and opportunity to be heard at such meeting is given to the Member State whose removal is sought.

ARTICLE 20

Amendments to Bylaws

These bylaws may be amended or repealed by a supermajority vote of the Governing Board. Said supermajority vote is defined in Article 3.6 above as a majority of the total number of Governing Board members plus one additional Governing Board member.

(End of Bylaws)

ARTICLE 15

Restrictions on Activities

No part of the net funds of PARCC shall inure to the benefit of, or be distributable to its members, Governing Board, authorized agents, or other private persons, except that PARCC shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of PARCC. Except to the extent permitted by the Internal Revenue Code, whether pursuant to an election under Section 501(h) or otherwise, no substantial part of the activities of PARCC shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, and PARCC shall neither participate nor intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these bylaws, neither PARCC nor any director, officer, employee, agent, or any other representative of PARCC shall carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

NOTE: NO PROPOGANDA!

See Chapter 03 Section 02B

ARTICLE 16

Conflicts of Interest

Whenever a Governing Board member or other fiduciary, authorized representative, or agent of the Consortium has a financial or personal interest in any matter coming before the board of directors, the affected person shall a) fully disclose the nature of the interest and b) withdraw from discussion, lobbying, and voting on the matter. Any transaction or vote involving a potential conflict of interest shall be approved only when a majority of disinterested directors determine that it is in the best interest of PARCC to do so. The minutes of meetings at which such votes are taken shall record such disclosure, abstention and rationale for approval.

NOTE: NO INFLUENCE!

*See Chapter 03 Section 03B pages 1 and 2
See Chapter 02 Section 03A page 48*

ARTICLE 17

Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of these bylaws, the MOU, or other operating documents of the Consortium will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

RECEIVED
JUL 17 AM 9:43
Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Mitchell D. Chester, Ed.D.
Commissioner

CALLER PARCC INC 3/18/2015 @ 3:45

ADVISED TO CALL (781) 338-3000 0653

July 15, 2014

Deirdre Roney
General Counsel
State Ethics Commission
One Ashburton Place, Room 619
Boston, MA 02108

Dear Ms. Roney:

I am writing to update the disclosure I filed with the State Ethics Commission in June 2013. At that time, I filed a disclosure pursuant to G.L. c. 268A, § 6 indicating that I would serve without compensation in a leadership role with the nonprofit, PARCC, Inc. As a result of changes in PARCC, Inc.'s bylaws, my role has changed, and I am not and will not be serving as an officer or director for PARCC, Inc. Accordingly, my prior disclosure is now outdated. However, as the chief state school officer for Massachusetts, I will continue to serve without compensation as the chair of the governing board of PARCC, a multi-state consortium. In order to avoid the appearance of a conflict of interest, I have provided my appointing authority with the enclosed disclosure pursuant to G.L. c. 268A, § 23(b)(3).

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

Enc.

SECTION 02 **B**

PROPOGANDA

page 01: The PARCC Consortuim explains their “independent” studies.
-www.parcconline.org-

Most of these reports are nowhere close to independent or objective.

I have included the cover page to most of these reports, as well as the page referring to who funded the study.

~~The USB thumb drive will provide you with pdf copies of the entire documents I have included the cover sheets for (pages 04 thru 15).~~

pages 02 - 03: PARCC Consortium press release about two “independent” studies.
-www.parcconline.org-

The Fordham and HumRRO studies were supposed to be released prior to the DESE Board’s PARCC vote November 2015. (See page 28 of the “Educating Students For Success” report). These two studies were not published until February of 2016.

pages 04 - 05: The Opportunity To Lead
-www.parcconline.org-

The first of two MBAE publications included in the propoganda section.

This report was written by Pearson Education’s “Chief Education Strategist”.

pages 06 - 07: Educating Students For Success
-www.parcconline.org-

This would be the second MBAE publication of note. It compares a real MCAS asessment to the promise of PARCC. Hardly scientific or objective.

page 08: National Benchmarks For State Achievement Standards
-www.air.org/resource/national-benchmarks-state-achievement-standards

This publication was produced by the only other company bidding for the current MCAS 2.0 contract.

See the next page for a small sampling of the money The Gates Foundation has donated to this organization.

page 09: Portion of the Gates Foundation Grant Award Listing
-www.gatesfoundation.org-

Feel free to search the Gates Foundation website for more donations to AIR.

page 10: Better Tests, Fewer Barriers
-www.americanprogress.org-

Another Next-Generation Assessment Study.

page 11: Center For American Progress Donor List
-www.americanprogress.org-

Over a million dollars from The Gates Foundation.

pages 12 - 13: Evaluating the Content and Quality of Next Generation Assessments
-www.americanprogress.org-

Vocal proponent of the Common Core from the start. Again funded by Gates.

pages 14 - 15: Evaluating the Content and Quality of Next Generation High School Assessments
-www.humrro.org-

One final study funded by the Bill and Melinda Gates Foundation.

Massachusetts taxpayers were promised a robust comparison of PARCC to MCAS on November 19th, 2013. We never got anything close.

Pages 17-30 are two versions of the same story. The backstory is very important. Much of the reform effort has been funded by the Gates Foundation. Pure propaganda.

pages 17 - 22: The Washington Post
-www.washingtonpost.com-

Lyndsey Layton
"How Bill Gates Pulled Off The Swift Common Core Revolution"
June 7, 2014

pages 23 - 29: DESE version of the Washington Post article,
-Massachusetts Department of Education Document-

Independent Studies

PARCC MEASURES WHAT MATTERS

A core belief held by the states that built and use the PARCC assessment system is that all students have the right to a quality, rigorous test that has the same high expectations for all students, regardless of zip code. Every child has a right to demonstrate what they know and can do.

A string of studies in late 2015 and early 2016 have shown that PARCC is an effective test. The studies show that PARCC is a high quality assessment, aligns to state learning standards, predicts college readiness, compares well to NAEP performance, is endorsed by the country's top educators, and gives students with disabilities and English learners more tools and access to the test than previous tests.

Here are some highlights of independent research, with links to each study.

- The Center for American Progress released a report in February 2016, *Better Tests, Fewer Barriers: Advances in Accessibility through PARCC and Smarter Balanced* (<https://www.americanprogress.org/issues/education/report/2016/02/25/131789/better-tests-fewer-barriers/>), which found that PARCC and Smarter Balanced provide better access for students who need additional supports. The Center for American Progress called both tests a "major step forward in accessibility and accommodation features for students with disabilities and English language learners." The report cites several PARCC features, including the pop-up glossary for preselected words, and tools available to all test-takers, such as the digital notepad, calculator, and highlighter. These features make test taking "more dynamic and user friendly, particularly compared with paper-and-pencil exams," according to the report.
- In February 2016, The Thomas B. Fordham Institute (<http://edexcellence.net/publications/evaluating-the-content-and-quality-of-next-generation-assessments>) and Human Resources Research Organization (<https://www.humro.org/corpsite/press-release/next-generation-high-school-assessments>) released studies that demonstrated that PARCC assessments meet the stringent criteria for high quality assessments set by the Council of Chief State School Officers, and showed PARCC to be rigorous, aligned to standards, useful to teachers, and accessible to students with disabilities and English learners.
- The National Benchmarks for State Achievement Standards Study (<http://www.air.org/resource/national-benchmarks-state-achievement-standards>) from the American Institutes for Research, also released in February 2016, found PARCC is the most rigorous multi-state test and closest to NAEP in its expectations for college readiness.
- In November 2015, Mathematica Policy Research (<http://www.mathematica-mpr.com/news/parcc-and-mcas-exams-comparable-in-predicting-college-outcomes>) reported that PARCC is a strong predictor of success in college, and a Massachusetts Department of Education (<http://www.mass.gov/edu/docs/eoe/comparison-mcas-parcc.pdf>) report found that PARCC assesses the skills that matter most.
- A review by teachers who are part of the National Network of State Teachers of the Year (<http://www.nnstoy.org/wp-content/uploads/2015/11/Right-Trajectory-FINAL.pdf>) in November 2015 found that PARCC is particularly strong at assessing complex skills and aligning closely with high-quality instruction.

PARCC

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS

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New Study Reaffirms PARCC as One of Nation's Premier Tests

New Study Reaffirms PARCC as One of Nation's Premier Tests (/news-and-video/press-releases/388-new-study-reaffirms-parcc-as-one-of-nation-s-premier-tests)

FRIDAY, FEBRUARY 12, 2016

By David Connerty-Marin

Two recently released independent studies found the PARCC assessment to be one of the strongest systems to assess student readiness for college and careers. The studies, conducted by the Thomas B. Fordham Institute (elementary and middle school) and the Human Resources Research Organization (HumRRO, high school) are just the latest in a string of independent studies that have found PARCC to be a national leader in quality assessments. PARCC received the highest marks possible for measuring of students' mastery of English language arts, the highest ratings for measuring vocabulary skills, and highlighted PARCC's use of evidence-based questions. PARCC also scored highly in many other areas.

"These reports definitively confirm what we've been saying for some time – PARCC is the highest-quality, best-in-class assessment available," said Hanna Skandera, Secretary of Education for the New Mexico Public Education Department and Chair of the PARCC Governing Board. "Since the inception of PARCC, we've been committed to giving our parents and schools the information they deserve to help our kids reach their full potential."

The study also found the PARCC test to be more accessible to students with disabilities and English learners than previous state tests, incorporating features such as a built-in highlighter, audio amplification, and magnification for all students, while students with identified needs can use additional tools such as masking cards, text-to-speech

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What's New

Your Guide to Finding and Using PARCC Test Questions (/news-and-video/386-your-guide-to-understanding-parcc-test-questions)

GreatSchools, PARCC Launch New Parent Tool (/news-and-video/382-greatschools-parcc-launch-new-parent-tool)

for mathematics and color contrast overlays.

PARCC rated an excellent match to the study's criteria in multiple categories, including for close reading, writing, vocabulary and language, and research and inquiry in all three tests evaluated – elementary, middle and high school. PARCC was found to evaluate the math content that is most important for college and career readiness. And PARCC had the highest percentage by far of evidence-based selected response items of the four tests that were evaluated. The criteria for high quality assessments were determined by the Council of Chief State School Officers.

PARCC and Smarter Balanced, another group of states working together on assessments, were both rated higher than both ACT Aspire and the Massachusetts MCAS, previously considered the leading assessment in the country.

The study is one more in a line of recent studies showing that PARCC is a premier assessment. The National Network of State Teachers of the Year (NNSTOY) released a study in November that found PARCC is better than previous state tests, saying the test better reflects the range of reading and math knowledge and skills that all students should master, and better aligns with strong instructional practices, as determined by teachers.

Mathematica Policy Research and the Massachusetts Executive Office of Education released studies in October that found PARCC to be effective in identifying students who are ready for college and a strong predictor of getting B grades in college, and found that PARCC assesses the skills that matter.

Read the Fordham Institute study – grades 5 and 8
(<http://edexcellence.net/publications/evaluating-the-content-and-quality-of-next-generation-assessments>)

Read the HumRRO study – high school
(<https://www.humrro.org/corpsite/press-release/next-generation-high-school-assessments>)

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FOR EDUCATION**

Brightlines



About MBAE

The Massachusetts Business Alliance for Education (MBAE) was established in 1988 by employers concerned about the educational attainment and skills of graduates entering the workforce. Our core work – improving public schools by influencing state policy – is driven by the business community's commitment that all students graduate prepared for success in college, career and citizenship.

About Brightlines

Brightlines, led by Sir Michael Barber acting in a personal capacity, brings together unrivaled global education experts who have advised, researched and written extensively on the subject. Moreover, they have also led highly successful large scale transformations in education systems across the world. Brightlines partners have worked with states and cities across the US to deliver education improvements including in Ohio, Louisiana, California, Delaware, Kentucky, Tennessee, Wisconsin and New York City. In addition, collectively they have developed, delivered and/or advised on education strategy and reforms across 6 continents and in many different countries including the United Kingdom, Ontario province in Canada, a number of states in Australia, Hong Kong, Singapore, Brazil, Chile, India and Pakistan.

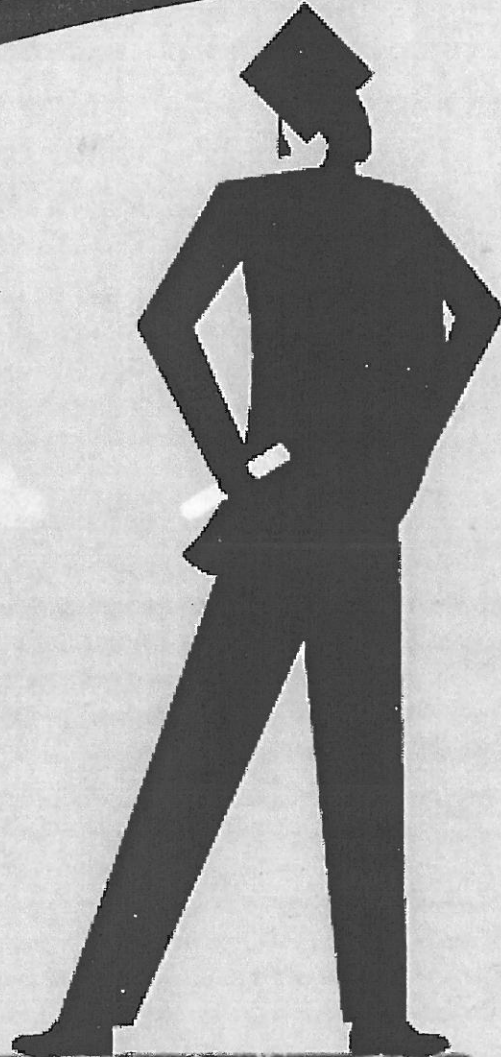
About the Lead Authors

Sir Michael Barber is a globally renowned education reformer who has worked on education reform in over 40 countries and has led this work for MBAE in a personal capacity. Formerly Head of the British Prime Minister's Delivery Unit, Michael was also an author of McKinsey's influential reports on global education systems *How the World's Most Improved School Systems Keep Getting Better* and *How the World's Best Performing Education Systems Come Out on Top*. With Katelyn Donnelly and Saad Rizvi, he was coauthor of the influential reports *Oceans of Innovation* and *An Avalanche is Coming*. He is also leader of Pearson's worldwide program of research into education policy and efficacy.

Simon Day worked with Sir Michael Barber in the British Prime Minister's Delivery Unit where he led work on improving the performance of secondary and primary schools and supported the implementation of the highly successful London Challenge program. He has also worked in the UK Department of Education. He is currently working as a consultant on education reform in the UK in England and Wales, and has worked with a number of states in the US supporting the implementation of Race to the Top and other reforms.

This project was made possible with grants from the Barr Foundation, Bill and Melinda Gates Foundation, and the Nellie Mae Education Foundation.

EDUCATING STUDENTS FOR SUCCESS



A Comparison of the
MCAS and PARCC
Assessments
as Indicators of
College- and
Career-Readiness

FEBRUARY 2015

MBAE

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 **Center for
Assessment**

This analysis has given us an understanding of the purpose and design of the MCAS and PARCC assessments, and how these compare as college and career readiness indicators. The conclusions are clear – MCAS is an outdated assessment that was not intended to measure college and career readiness and is not a tool to do that. The PARCC assessments are being created for that purpose and currently appear to be on course to realize that potential.

As the PARCC development process moves ahead, the Department of Elementary and Secondary Education must provide the Board and the public with much more detail about a number of issues. Among these are the following:

Passing Scores – The score set to “pass” the exam, often referred to as “cut scores”, must be set at a high enough level to truly align with college and career readiness expectations. Although there may be resistance to setting a cut score that reveals student performance inconsistent with results on MCAS, we must endure that transition and help the public understand the need for this adjustment. If we are going to be honest about whether our students are on track for success, and reduce the remediation rates that cost our students and education system time and money, an accurate cut score is necessary.

Cost – There are legitimate concerns from school districts and others about how the expense of new assessments will compare to MCAS costs. The exact price for next year and cost estimates for the future must be provided.

Time on Testing – Employers, educators and parents have expressed concerns about the time devoted to test preparation and administration. Among the concerns is that testing consumes a disproportionate amount of learning time, making it difficult to schedule other subjects and activities that are important to developing the range of knowledge and skills that students need. Although test preparation decisions are made locally and vary widely, this is a fundamental issue that must be addressed.

There are other important concerns that also require complete and detailed responses. How will data be used and shared with educators and families? What assurances can be given that the state will determine that standards have been fully implemented, so students are being tested on what they have been taught, before new assessments are used to meet graduation requirements? How will revisions and updates be handled in the future? Will individual states be able to adapt the assessments or will the PARCC consortium regularly convene collaborative reviews? Additional questions are likely to arise in the months ahead. MBAE offers the conclusions of this report as one step in the process of ensuring that Massachusetts has the high quality assessments our students and citizens deserve.

— MASSACHUSETTS BUSINESS ALLIANCE FOR EDUCATION

ACKNOWLEDGEMENTS

MBAE is grateful to the staff of The Center for Assessment for helping us understand the complex issues related to academic assessments and making the implications of this information for policy decisions comprehensible. We appreciate the work of Project Director Scott Marion, Ph.D., Associate Director, Center for Assessment and project staff Charles DePascale, Ph.D., Senior Associate; Brian Gong, Ph.D., Executive Director; and Thanos Patelis,

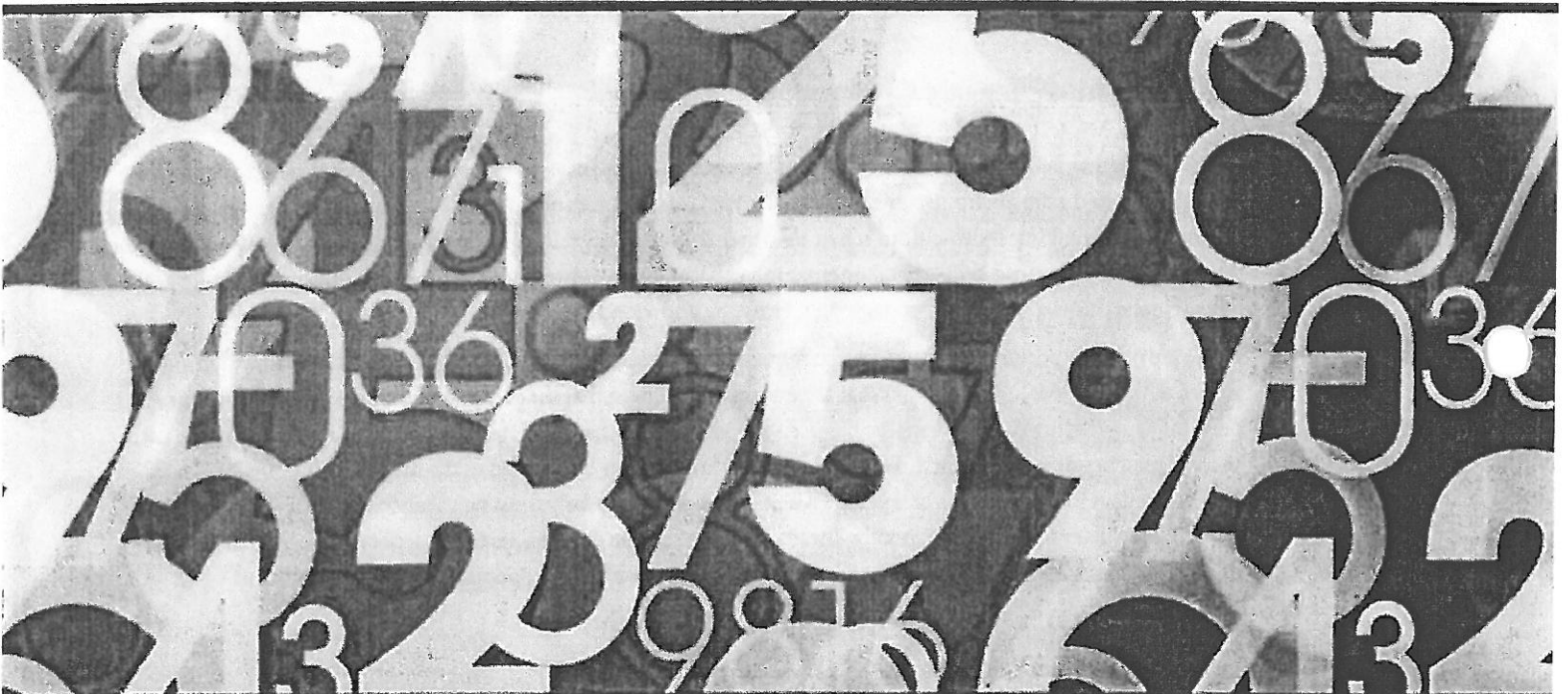
Ph.D., Senior Associate. We also appreciate the assistance of Carrie Conaway, Associate Commissioner for Planning, Research, and Delivery Systems at the Massachusetts Department of Elementary and Secondary Education for reviewing drafts for errors of fact. MBAE also thanks Ann Duffy, Senior Consultant at Education First for her guidance, expertise and assistance. This work was made possible by a grant from Rockefeller Philanthropy Advisors ♦



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For State Achievement Standards



February 22, 2016

Gary W. Phillips

Vice President and Institute Fellow
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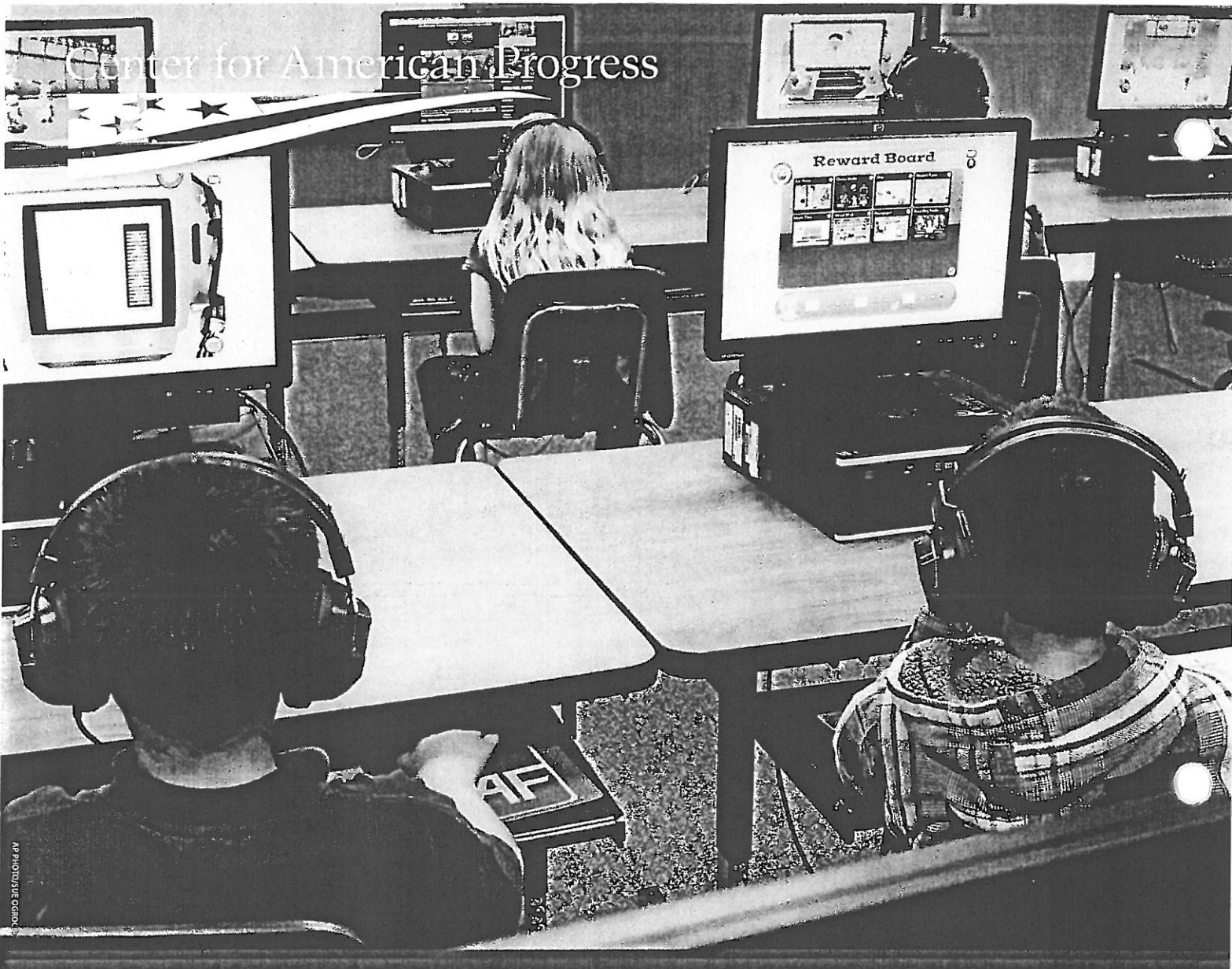
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GRANTEE	YEAR	ISSUE	PROGRAM	AMOUNT
American Institutes for Research in the Behavioral Sciences	2015	College-Ready	US Program	\$1,254,939
American Association of State Colleges and Universities	2015	Postsecondary Success	US Program	\$1,500,000
American Institutes for Research in the Behavioral Sciences	2015	College Ready	US Program	\$149,682
American Enterprise Institute for Public Policy Research	2015	College-Ready	US Program	\$159,335
American Institutes for Research in the Behavioral Sciences	2015	College Ready	US Program	\$599,894
American Association of Community Colleges	2015	Postsecondary Success	US Program	\$8,034,817
American National Standards Institute	2015	Water, Sanitation, and Hygiene	Global Development	\$2,023,928
American Institutes for Research in the Behavioral Sciences	2015	College Ready	US Program	\$267,749
American Institutes for Research in the Behavioral Sciences	2015	Postsecondary Success	US Program	\$308,213
American Association of State Colleges and Universities	2015	Postsecondary Success	US Program	\$400,000
The Surge Institute	2015	Special Initiatives (Active projects are now part of other strategies)	US Program	\$400,000
American Institutes for Research	2015	Community G	US Program	\$719,3



Better Tests, Fewer Barriers

Advances in Accessibility through PARCC and Smarter Balanced

By Samantha Batel and Scott Sargrad February 2016



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FEBRUARY 2016

Evaluating the Content and Quality of Next Generation Assessments

NANCY DOOREY AND MORGAN POLIKOFF

Foreword by Amber M. Northern and Michael J. Petrilli

Acknowledgments

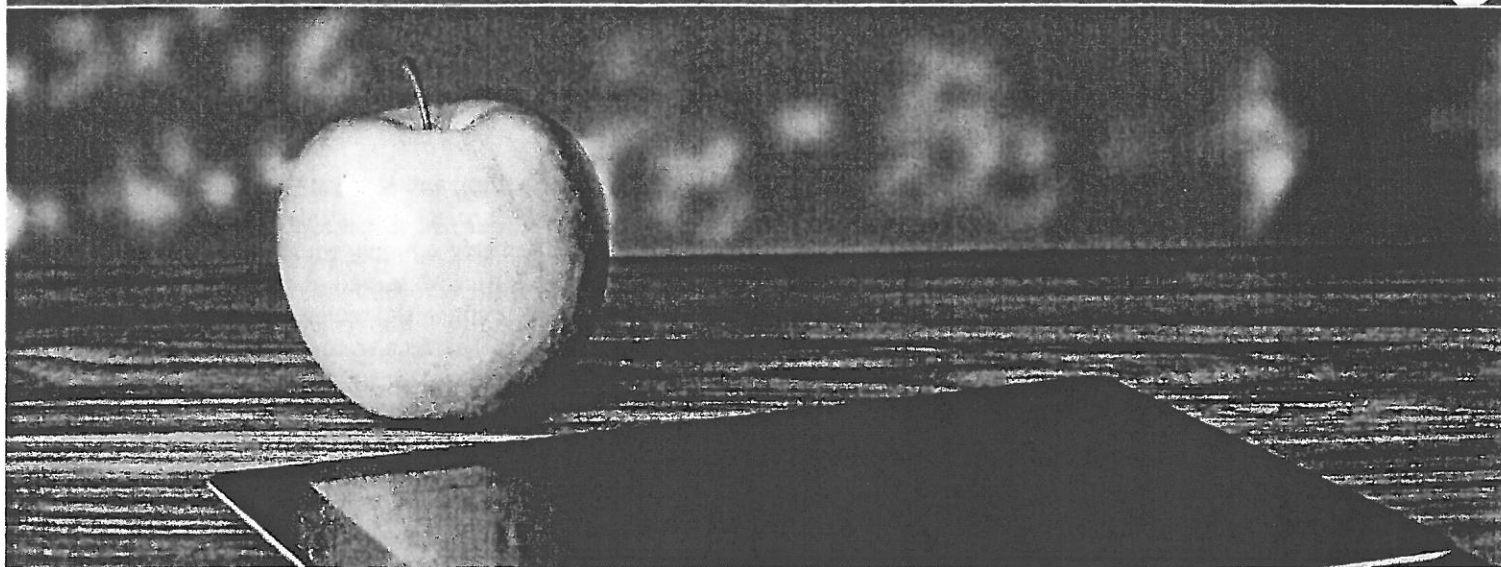
This research was made possible through the generous support of the Louis Calder Foundation, the High-Quality Assessment Project (including the Bill & Melinda Gates Foundation, the Lumina Foundation, the Charles and Lynn Schusterman Family Foundation, the William and Flora Hewlett Foundation, and the Helmsley Trust), and our sister organization, the Thomas B. Fordham Foundation.

We owe a debt of gratitude to Nancy Doorey, project manager and report coauthor, and Morgan Polikoff, alignment expert and report coauthor, for their invaluable contributions to this project. This study had its share of difficulties, and through their tireless efforts Nancy and Morgan proved themselves highly equipped to handle all of them. We also extend our thanks to Dr. Roger Howe and Dr. Charles Perfetti, who served as math and ELA/Literacy content leads for the study and assisted with everything from creating initial reviewer training materials to overseeing the review process and synthesizing final study findings. Thanks also to Melisa Howey and Lynne Olmos for their special assistance and to the rest of our esteemed panelists for the thoughtfulness and care with which they conducted their reviews.

We also extend sincere thanks to each of the testing organizations who participated in the study (ACT Aspire, MCAS, PARCC, and Smarter Balanced) and to the many members of their staff who conducted initial reviewer trainings for their respective programs, responded to the panelists' questions, and reviewed the final report drafts for accuracy. In particular, we thank Elizabeth Sullivan, Carrie Conaway, Judy Hickman, and Francine Markowitz for facilitating this work.

We also appreciate the contributions of our colleagues at the Human Resources Research Organization (HumRRO), who led a similar evaluation at the high school level (reported separately) and with whom we conducted several joint reviews; the National Center for the Improvement of Educational Assessment (NCIEA) for producing the study's methodology; Judy Wurtzel and Joanne Weiss for facilitating the study on behalf of funders; and Student Achievement Partners (SAP) for helping to design and deliver, along with Jami-Jon Pearson, Morgan Polikoff, and HumRRO staff, portions of the reviewer training.

Fordham Research Manager Victoria Sears skillfully helped manage all aspects of the project, led recruitment of panelists, provided input on drafts, and shepherded the project across the finish line. Chester E. Finn, Jr. provided valuable feedback and edits to drafts, Alyssa Schwenk handled funder and media relations, and Shep Ranbom assisted with managing the report's dissemination. We also thank Fordham interns Megan Lail, Damien Schuster, and Stephan Shehy for their assistance throughout the project, and Jonathan Lutton, who ushered the report through production. Finally, we thank Shannon Last, who served as our copy editor; Edward Alton, who designed the report's layout; and Thinkstock.com, from which our cover design originated.



Evaluating the Content and Quality of Next Generation High School Assessments

Final Report

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Acknowledgements

This important work was possible from funding by the High Quality Assessment Project (HQAP), which supports state-based advocacy, communications, and policy work to help ensure successful transitions to new assessments that measure K–12 college- and career-readiness standards. HQAP's work is funded by a coalition of national foundations, including the Bill & Melinda Gates Foundation, the Lumina Foundation, the Charles and Lynn Schusterman Family Foundation, the William and Flora Hewlett Foundation, and the Helmsley Trust.

We sincerely appreciate the cooperation and efforts of the testing programs that participated in the study—ACT Aspire, Massachusetts Comprehensive Assessment System, the Partnership for Assessment of Readiness for College and Careers, and the Smarter Balanced Assessment Consortium. In particular, we thank Elizabeth (Beth) Sullivan, Carrie Conaway, Francine Markowitz, Judy Hickman, and Nikki Elliott-Schuman. We also thank the many individuals who completed such thorough and careful reviews of the programs' items and documentation.

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How Bill Gates pulled off the swift Common Core revolution

Outside In A new era of influence

By Lyndsey Layton June 7, 2014

The pair of education advocates had a big idea, a new approach to transform every public-school classroom in America. By early 2008, many of the nation's top politicians and education leaders had lined up in support.

But that wasn't enough. The duo needed money — tens of millions of dollars, at least — and they needed a champion who could overcome the politics that had thwarted every previous attempt to institute national standards.

So they turned to the richest man in the world.

On a summer day in 2008, Gene Wilhoit, director of a national group of state school chiefs, and David Coleman, an emerging evangelist for the standards movement, spent hours in Bill Gates's sleek headquarters near Seattle, trying to persuade him and his wife, Melinda, to turn their idea into reality.

Coleman and Wilhoit told the Gateses that academic standards varied so wildly between states that high school diplomas had lost all meaning, that as many as 40 percent of college freshmen needed remedial classes and that U.S. students were falling behind their foreign competitors.

The pair also argued that a fragmented education system stifled innovation because textbook publishers and software developers were catering to a large number of small markets instead of exploring breakthrough products. That seemed to resonate with the man who led the creation of the world's dominant computer operating system.

"Can you do this?" Wilhoit recalled being asked. "Is there any proof that states are serious about this, because they haven't been in the past?"

Wilhoit responded that he and Coleman could make no guarantees but that "we were going to give it the best shot we could."

After the meeting, weeks passed with no word. Then Wilhoit got a call: Gates was in.

What followed was one of the swiftest and most remarkable shifts in education policy in U.S. history.

The Bill and Melinda Gates Foundation didn't just bankroll the development of what became known as the Common Core State Standards. With more than \$200 million, the foundation also built political support across the country, persuading state governments to make systemic and costly changes.

Bill Gates was de facto organizer, providing the money and structure for states to work together on common standards in a way that avoided the usual collision between states' rights and national interests that had undercut every previous effort, dating from the Eisenhower administration.

The Gates Foundation spread money across the political spectrum, to entities including the big teachers unions, the American Federation of Teachers and the National Education Association, and business organizations such as the U.S. Chamber of Commerce — groups that have clashed in the past but became vocal backers of the standards.

Money flowed to policy groups on the right and left, funding research by scholars of varying political persuasions who promoted the idea of common standards. Liberals at the Center for American Progress and conservatives affiliated with the American Legislative Exchange Council who routinely disagree on nearly every issue accepted Gates money and found common ground on the Common Core.

One 2009 study, conducted by the conservative Thomas B. Fordham Institute with a \$959,116 Gates grant, described the proposed standards as being "very, very strong" and "clearly superior" to many existing state standards.

Gates money went to state and local groups, as well, to help influence policymakers and civic leaders. And the idea found a major booster in President Obama, whose new administration was populated by former Gates Foundation staffers and associates. The administration designed a special contest using economic stimulus funds to reward states that accepted the standards.

The result was astounding: Within just two years of the 2008 Seattle meeting, 45 states and the District of Columbia had fully adopted the Common Core State Standards.

The math standards require students to learn multiple ways to solve problems and explain how they got their answers, while the English standards emphasize nonfiction and expect students to use evidence to back up oral and written arguments. The standards are not a curriculum but skills that students should acquire at each grade. How they are taught and materials used are decisions left to states and school districts.

The standards have become so pervasive that they also quickly spread through private Catholic schools. About 100 of 176 Catholic dioceses have adopted the standards because it is increasingly difficult to buy classroom materials and send teachers to professional development programs that are not influenced by the Common Core, Catholic educators said.

And yet, because of the way education policy is generally decided, the Common Core was instituted in many states without a single vote taken by an elected lawmaker. Kentucky even adopted the standards before the final draft had been made public.

States were responding to a "common belief system supported by widespread investments," according to one former Gates employee who spoke on the condition of anonymity to avoid antagonizing the foundation.

The movement grew so quickly and with so little public notice that opposition was initially almost nonexistent. That started to change last summer, when local tea party groups began protesting what they viewed as the latest intrusion by an overreaching federal government — even though the impetus had come from the states. In some circles, Common Core became known derisively as "Obamacore."

Since then, anti-Common Core sentiment has intensified, to the extent that it has become a litmus test in the Republican Party ahead of the GOP's 2016 presidential nomination process. Former Florida governor Jeb Bush, whose nonprofit Foundation for Excellence in Education has received about \$5.2 million from the Gates Foundation since 2010, is one of the Common Core's most vocal supporters. Indiana Gov. Mike Pence, who, like Bush, is a potential Republican presidential candidate, led a repeal of the standards in his state. In the past week, Oklahoma Gov. Mary Fallin (R), a former advocate of the standards, signed a law pulling her state out, days after South Carolina's Republican governor, Nikki Haley, did the same.

Some liberals are angry, too, with a few teacher groups questioning Gates's influence and motives. Critics say Microsoft stands to benefit from the Common Core's embrace of technology and data — a charge Gates vehemently rejects.

A group calling itself the "Badass Teachers Association," citing opposition to what it considers market-based education reform, plans a June 26 protest outside the Gates Foundation's headquarters in Seattle.

In an interview, Gates said his role is to fund the research and development of new tools, such as the Common Core, and offer them to decision-makers who are trying to improve education for millions of Americans. It's up to the government to decide which tools to use, but someone has to invest in their creation, he said.

"The country as a whole has a huge problem that low-income kids get less good education than suburban kids get," Gates said. "And that is a huge challenge. . . . Education can get better. Some people may not believe that. Education can change. We can do better."

"There's a lot of work that's gone into making these [standards] good," Gates continued. "I wish there was a lot of competition, in terms of [other] people who put tens of millions of dollars into how reading and writing could be improved, how math could be improved."

Referring to opinion polls, he noted that most teachers like the Common Core standards and that those who are most familiar with them are the most positive.

Gates grew irritated in the interview when the political backlash against the standards was mentioned.

"These are not political things," he said. "These are where people are trying to apply expertise to say, 'Is this a way of making education better?'"

"At the end of the day, I don't think wanting education to be better is a right-wing or left-wing thing," Gates said. "We fund people to look into things. We don't fund people to say, 'Okay, we'll pay you this if you say you like the Common Core.'"

Whether the Common Core will deliver on its promise is an open question.

Tom Loveless, a former Harvard professor who is an education policy expert at the Brookings Institution, said the Common Core was "built on a shaky theory." He said he has found no correlation between quality standards and higher student achievement.

"Everyone who developed standards in the past has had a theory that standards will raise achievement, and that's not happened," Loveless said.

Jay P. Greene, head of the Department of Education Reform at the University of Arkansas, says the Gates Foundation's overall dominance in education policy has subtly muffled dissent.

Really rich guys can come up with ideas that they think are great, but there is a danger that everyone will tell them they're great, even if they're not," Greene said.

Common Core's first win

The first victory for Common Core advocates came on a snowy evening in Kentucky in February 2010, when the state's top education officials voted unanimously to accept the standards.

"There was no dissent," said Terry Holliday, Kentucky's education commissioner. "We had punch and cookies to celebrate."

It was not by chance that Kentucky went first.

The state enjoyed a direct connection to the Common Core backers — Wilhoit, who had made the personal appeal to Bill and Melinda Gates during that pivotal 2008 meeting, is a former Kentucky education commissioner.

Kentucky was also in the market for new standards. Alarmed that as many as 80 percent of community college students were taking remedial classes, lawmakers had recently passed a bill that required Kentucky to write new, better K-12 standards and tests.

"All of our consultants and our college professors had reviewed the Common Core standards, and they really liked them," Holliday said. "And there was no cost. We didn't have any money to do this work, and here we were, able to tap into this national work and get the benefits of the best minds in the country."

"Without the Gates money," Holliday added, "we wouldn't have been able to do this."

Over time, at least \$15 million in Gates money was directed both to the state — to train teachers in Common Core practices and purchase classroom materials — and to on-the-ground advocacy and business groups to help build public support.

Armed with \$476,553 from Gates, the Kentucky Chamber of Commerce's foundation produced a seven-minute video about the value and impact of the Common Core, a tool kit to guide employers in how to talk about its benefits with their employees, a list of key facts that could be stuffed into paycheck envelopes, and other promotional materials written by consultants.

The tool kit provided a sample e-mail that could be sent to workers describing "some exciting new developments underway in our schools" that "hold great promise for creating a more highly skilled workforce and for giving our students, community and state a better foundation on which to build a strong economic future."

The chamber also recruited a prominent Louisville stockbroker to head a coalition of 75 company executives across the state who lent their names to ads placed in business publications that supported the Common Core.

"The notion that the business community was behind this, those seeds were planted across the state, and that reaped a nice harvest in terms of public opinion," said David Adkisson, president and chief executive of the Kentucky chamber.

The foundation run by the National Education Association received \$501,580 in 2013 to help put the Common Core in place in Kentucky.

Gates-backed groups built such strong support for the Common Core that critics, few and far between, were overwhelmed.

"They have so much money to throw around, they can impact the Kentucky Department of Education, the U.S. Department of Education, they can impact both the AFT and the NEA," said Brent McKim, president of the teachers union in Jefferson County, Ky., whose early complaint that the standards were too numerous to be taught well earned him a rebuke by Holliday.

The foundation's backing was crucial in other states, as well. Starting in 2009, it had begun ramping up its grant-giving to local nonprofit organizations and other Common Core advocates.

The foundation, for instance, gave more than \$5 million to the University of North Carolina-affiliated Hunt Institute, led by the state's former four-term Democratic governor, Jim Hunt, to advocate for the Common Core in statehouses around the country.

The grant was the institute's largest source of income in 2009, more than 10 times the size of its next largest donation.

With Gates money, the Hunt Institute coordinated more than a dozen organizations — many of them also Gates grantees — including the Thomas B. Fordham Institute, National Council of La Raza, the Council of Chief State School Officers, National Governors Association, Achieve and the two national teachers unions.

The Hunt Institute held weekly conference calls between the players that were directed by Stefanie Sanford, who was in charge of policy and advocacy at the Gates Foundation. They

talked about which states needed shoring up, the best person to respond to questions or criticisms and who needed to travel to which state capital to testify, according to those familiar with the conversations.

The Hunt Institute spent \$437,000 to hire GMMB, a strategic communications firm owned by Jim Margolis, a top Democratic strategist and veteran of both of Obama's presidential campaigns. GMMB conducted polling around standards, developed fact sheets, identified language that would be effective in winning support and prepared talking points, among other efforts.

The groups organized by Hunt developed a "messaging tool kit" that included sample letters to the editor, op-ed pieces that could be tailored to individuals depending on whether they were teachers, parents, business executives or civil rights leaders.

Later in the process, Gates and other foundations would pay for mock legislative hearings for classroom teachers, training educators on how to respond to questions from lawmakers.

The speed of adoption by the states was staggering by normal standards. A process that typically can take five years was collapsed into a matter of months.

"You had dozens of states adopting before the standards even existed, with little or no discussion, coverage or controversy," said Frederick Hess of the American Enterprise Institute, which has received \$4 million from the Gates Foundation since 2007 to study education policy, including the Common Core. "People weren't paying attention. We were in the middle of an economic meltdown and the health-care fight, and states saw a chance to have a crack at a couple of million bucks if they made some promises."

The decision by the Gates Foundation to simultaneously pay for the standards and their promotion is a departure from the way philanthropies typically operate, said Sarah Reckhow, an expert in philanthropy and education policy at Michigan State University.

"Usually, there's a pilot test — something is tried on a small scale, outside researchers see if it works, and then it's promoted on a broader scale," Reckhow said. "That didn't happen with the Common Core. Instead, they aligned the research with the advocacy. . . . At the end of the day, it's going to be the states and local districts that pay for this."

Working hand in hand

While the Gates Foundation created the burst of momentum behind the Common Core, the Obama administration picked up the cause and helped push states to act quickly.

There was so much cross-pollination between the foundation and the administration, it is difficult to determine the degree to which one may have influenced the other.

Several top players in Obama's Education Department who shaped the administration's policies came either straight from the Gates Foundation in 2009 or from organizations that received heavy funding from the foundation.

Before becoming education secretary in 2009, Arne Duncan was chief executive of the Chicago Public Schools, which received \$20 million from Gates to break up several large high schools and create smaller versions, a move aimed at stemming the dropout rate.

As secretary, Duncan named as his chief of staff Margot Rogers, a top Gates official he got to know through that grant. He also hired James Shelton, a program officer at the foundation, to serve first as his head of innovation and most recently as the deputy secretary, responsible for a wide array of federal policy decisions.

Duncan and his team leveraged stimulus money to reward states that adopted common standards.

They created Race to the Top, a \$4.3 billion contest for education grants. Under the contest rules, states that adopted high standards stood the best chance of winning. It was a clever way around federal laws that prohibit Washington from interfering in what takes place in classrooms. It was also a tantalizing incentive for cash-strapped states.

Heading the effort for Duncan was Joanne Weiss, previously the chief operating officer of the Gates-backed NewSchools Venture Fund.

As Race to the Top was being drafted, the administration and the Gates-led effort were in close coordination.

An early version highlighted the Common Core standards by name, saying that states that embraced those specific standards would be better positioned to win federal money. That worried Wilhoit, who feared that some states would consider that unwanted — and possibly illegal — interference from Washington. He took up the matter with Weiss.

"I told her to take it out, that we didn't want the federal government involvement," said Wilhoit, who was executive director of the Council of Chief State School Officers. "Those kinds of things cause people to be real suspicious."

The words "Common Core" were deleted.

The administration said states could develop their own "college and career ready" standards, as long as their public universities verified that those standards would prepare high school graduates for college-level work.

Still, most states eyeing Race to the Top money opted for the easiest route and signed onto the Common Core.

The Gates Foundation gave \$2.7 million to help 24 states write their Race to the Top application, which ran an average of 300 pages, with as much as 500 pages for an appendix that included Gates-funded research.

Applications for the first round of Race to the Top were due in January 2010, even though the final draft of the Common Core wasn't released until six months later. To get around this, the U.S. Department of Education told states they could apply as long as they promised they would officially adopt standards by August.

On the defensive

Now six years into his quest, Gates finds himself in an uncomfortable place — countering critics on the left and right who question whether the Common Core will have any impact or negative effects, whether it represents government intrusion, and whether the new policy will benefit technology firms such as Microsoft.

Gates is disdainful of the rhetoric from opponents. He sees himself as a technocrat trying to foster solutions to a profound social problem — gaping inequalities in U.S. public education — by investing in promising new ideas.

Education lacks research and development, compared with other areas such as medicine and computer science. As a result, there is a paucity of information about methods of instruction that work.

"The guys who search for oil, they spend a lot of money researching new tools," Gates said. "Medicine — they spend a lot of money finding new tools. Software is a very R and D-oriented industry. The funding, in general, of what works in education . . . is tiny. It's the lowest in this field than any field of human endeavor. Yet you could argue it should be the highest."

Gates is devoting some of his fortune to correct that. Since 1999, the Gates Foundation has spent approximately \$3.4 billion on an array of measures to try to improve K-12 public education, with mixed results.

It spent about \$650 million on a program to replace large urban high schools with smaller schools, on the theory that students at risk of dropping out would be more likely to stay in schools where they forged closer bonds with teachers and other students. That led to a modest increase in graduation rates, an outcome that underwhelmed Gates and prompted the foundation to pull the plug.

Gates said that one of the benefits of common standards would be to open the classroom to digital learning, making it easier for software developers — including Microsoft — to develop new products for the country's 15,000 school districts.

In February, Microsoft announced that it was joining Pearson, the world's largest educational publisher, to load Pearson's Common Core classroom materials on Microsoft's tablet, the Surface. That product allows Microsoft to compete for school district spending with Apple, whose iPad is the dominant tablet in classrooms.

Gates dismissed any suggestion that he is motivated by self-interest.

"I believe in the Common Core because of its substance and what it will do to improve education," he said. "And that's the only reason I believe in the Common Core."

Bill and Melinda Gates, Obama and Arne Duncan are parents of school-age children, although none of those children attend schools that use the Common Core standards. The Gates and Obama children attend private schools, while Duncan's children go to public school in Virginia, one of four states that never adopted the Common Core.

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Still, Gates said he wants his children to know a "superset" of the Common Core standards — everything in the standards and beyond.

"This is about giving money away," he said of his support for the standards. "This is philanthropy. This is trying to make sure students have the kind of opportunity I had . . . and it's almost outrageous to say otherwise, in my view."

More from this series:

How Google is transforming power and politics

A powerhouse donor turned state bureaucrat

Lyndsey Layton has been covering national education since 2011, writing about everything from parent trigger laws to poverty's impact on education to the shifting politics of school reform.

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Mitchell D. Chester, Ed.D.
Commissioner

MEMORANDUM

To: Members of the Board of Elementary and Secondary Education
From: Mitchell D. Chester, Ed.D., Commissioner
Date: September 13, 2013
Subject: Initial Discussion of Plan for Administering MCAS and PARCC Student Assessments

At the September 24, 2013, meeting of the Board of Elementary and Secondary Education, I will update the Board on our progress in transitioning our English language arts (ELA) and mathematics tests from our current assessments, the Massachusetts Comprehensive Assessment System (MCAS), to the next generation of student assessments being developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium. This memorandum provides the following information:

- a brief history of MCAS and the high school graduation "Competency Determination"
- a summary of the adoption of content standards and curriculum frameworks in the Commonwealth
- an overview of the PARCC consortium and PARCC assessment design
- a summary of our two-year transition plan from MCAS to PARCC, including decision points for the Board

This presentation is the first in a series of presentations on this topic that we will be conducting throughout the fall. In October we will provide an in-depth look at the PARCC assessments and the details of the transition plan; we may hold a special meeting during October as well. In November we will be asking the Board to endorse the two-year transition plan from MCAS to PARCC. This transition approach will provide for a robust comparison of MCAS and PARCC, the basis of which will inform the decision by the Board in fall 2015 about sunsetting some of our legacy assessments and employing PARCC as our state testing program for ELA and mathematics beginning in spring 2016.

With regard to the Competency Determination required for high school graduation, at least through the class of 2018 (this year's eighth graders), students in high school will continue to take MCAS tests to meet the CD requirement. Any changes to the CD requirement will be determined at a later time in the transition process.

Exhibit C

History of the MCAS Program

The Massachusetts Comprehensive Assessment System (MCAS) was developed to fulfill a major component of the Education Reform Act of 1993. The act established a foundation budget supported by significantly increased state funding, with accompanying provisions that the state, through the Department of Elementary and Secondary Education, would assume a greater role in establishing standards and a system of accountability for public K-12 education to meet the standards. The act specifies the adoption of a testing program that must:

- test *all* students who are educated with Massachusetts public funds, including students with disabilities and limited English proficient students;
- measure performance based on learning standards in the Massachusetts *Curriculum Frameworks*; and
- report on the performance of individual students, schools, and districts.

MCAS is a custom-designed program owned by the Commonwealth. The ongoing development and implementation of MCAS is managed by staff of the Department with assistance and support from an assessment contractor.

MCAS tests have been administered to students in Massachusetts since 1998, when students were assessed in ELA and mathematics at grades 4, 8, and 10. In subsequent years, additional grades and content areas were added to the testing program. To fulfill the requirements of the federally reauthorized Elementary and Secondary Education Act (a.k.a., "No Child Left Behind" – NCLB), tests for several new grades and content areas were added in 2006. As a result, all students in grades 3 through 8 are assessed in both ELA and mathematics. Operational testing in science and technology/engineering began in 2003 in grades 5 and 8 and in 2007 for high school. Tests in history and social science were developed and piloted, but the testing component was suspended for budgetary reasons in 2009. The table below lists MCAS tests offered in 2013 by grade and subject.

MCAS Tests Offered by Grade and Subject, 2013							
Grade Tested	ELA	Math	Science & Tech/Eng	HS Biology	HS Chemistry	HS Intro Physics	HS Tech/Eng
3	✓	✓					
4	✓*	✓					
5	✓	✓	✓				
6	✓	✓					
7	✓*	✓					
8	✓	✓	✓				
9				✓	✓	✓	✓
10	✓*	✓		✓	✓	✓	✓
11	Retest	Retest		✓**	✓**	✓**	✓**
12	Retest	Retest		✓**	✓**	✓**	✓**

* Includes assessment of writing

** Additional testing opportunities are offered in all four HS STE content areas in grades 11 and 12.

Student performance on MCAS tests is reported based on the general performance level descriptors listed in the table below.

Performance Level	General Description of Associated Student Performance
Advanced (scaled score of 260 or higher)	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.
Proficient (scaled score from 240 to 258)	Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
Needs Improvement (scaled score from 220 to 238)	Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
Failing/Warning (scaled score of 218 or below)	Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

Competency Determination

The Massachusetts Education Reform Act also stipulates that meeting a "Competency Determination" (CD) standard must be among the requirements for students to qualify for a high school diploma:

The "competency determination" shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of mathematics, science and technology, history and social science, foreign languages, and English, and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, as measured by the assessment instruments described in section one I. Satisfaction of the requirements of the competency determination shall be a condition for high school graduation.

M.G.L. c. 69, §1(d)(i)

Through the regulations adopted by the Board in 1999–2000, students in the graduating class of 2003 were the first students required to earn a CD in ELA and mathematics as a condition for receiving a high school diploma. In the years preceding the implementation of the CD as a graduation requirement, the Board and the Department ensured that school districts, educators, students, and their families had sufficient notice to prepare for this new requirement, and provided assistance to school districts to strengthen teaching and learning. The Board also recognized the importance of providing additional academic support to students struggling to meet the new standards. This additional support was realized in FY 1999 when the Governor and Legislature authorized such a program with an appropriation of \$20 million and that increased to \$50 million by FY 2002.¹ In addition, students are provided with retest opportunities throughout and beyond high

¹ The Academic Support program has continued through today although the amount of funding appropriated has gradually been reduced to the current level of \$9 million in FY 2014.

school to help them earn a CD. The Board also established an MCAS performance appeals process so that eligible high school students who have been unable to pass the required tests have an additional opportunity to demonstrate through their coursework that they meet or exceed the CD standard.

The implementation of a graduation requirement based on assessments was opposed by some individuals and groups, particularly when the first MCAS ELA and mathematics tests for "high stakes" were administered to 10th grade students in 2001, and only 68% of students qualified for the CD by scoring at the *Needs Improvement* level or higher. With the full support of the Board, the Governor, and leaders of both houses of the legislature, the CD requirement remained in place. By their senior year, 95% of the class of 2003 had earned a CD in ELA and mathematics.

The Board has amended the regulations at various times since 2000 to strengthen the standards and the performance appeals process. Beginning with the class of 2010, to earn the CD students must meet a requirement in science and technology/engineering (STE) and also score at the *Proficient* level or higher (scaled score ≥ 240) in ELA and mathematics.² In 2013, 88% of students earned their CD in ELA, mathematics, and science and technology/engineering by the end of grade 10, and 96% of students in the graduating class of 2013 had earned their CD in all three subjects by the end of grade 12.

Adoption of the Common Core State Standards and New Curriculum Frameworks in ELA/Literacy and Mathematics

In 2007–2008, the Department convened teams of educators and other content experts to revise our existing curriculum frameworks in ELA and mathematics. In 2009, these efforts were merged with a concurrent effort, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), to develop multi-state standards. The new standards call on students to have not only solid content knowledge but also the skills to apply their knowledge in ways demanded by colleges, careers, and citizenship in the 21st century.

After review and discussion by the Board, a period of public comment, a third-party review by the Massachusetts Business Alliance for Education, and analyses by teams of Massachusetts educators, the Common Core State Standards (CCSS) were initially adopted by the Board on July 21, 2010. Subsequently, the Massachusetts curriculum frameworks were revised to incorporate the CCSS as well as incorporate a limited number of Massachusetts-specific augmentations, and the new Massachusetts frameworks in ELA/literacy and mathematics were adopted by the Board in December 2010 and widely disseminated to K–12 educators across the state.

Following the adoption of the new curriculum frameworks, the Department developed and disseminated its plan for schools and districts to transition to the new standards beginning in fall 2011 and culminating in full adoption by the 2013–14 school year. Districts and schools were provided with information on how MCAS would transition (e.g., which standards would be assessed in each year of the transition period), culminating in the 2014–15 school year when the

² Students in the class of 2010 and beyond who fall short of the 240 (*Proficient*) standard on the grade 10 tests have been required to fulfill an Educational Proficiency Plan (EPP) in ELA and Mathematics during 11th and 12th grade (<http://www.doe.mass.edu/ccr/epp/qa.html>).

MCAS tests will assess a full range of the 2011 standards.

The PARCC Consortium

In the fall of 2008, with our assessment contract coming to a conclusion, we executed a procurement process to secure the next multi-year assessment contract. Among the components that we included in the Request for Proposals were a number of new development efforts to augment the existing MCAS. These included the development and piloting of online assessment administration, expanded performance-based components, and implementation of a history/social studies assessment. The fiscal downturn of FY 2009 and beyond resulted in substantial cuts to DESE's budget, including the MCAS budget. The resulting diminished budget was just enough to support the core MCAS assessment and was not sufficient to support the development of new components or expanded performance tasks.

A priority of the CCSS effort was to develop a set of common standards so that states could make use of an unprecedented opportunity to use federal funds for assessment with the Race to the Top assessment grant program. Two multi-state consortia were launched: PARCC and Smarter Balanced Assessment Consortium (known as "SBAC").

In 2010, after a careful review of both consortia and the needs of the state, Massachusetts joined PARCC as a "governing state" through a memorandum of agreement (MOA) jointly signed by Governor Patrick, former Secretary of Education Reville, and myself as Commissioner of Elementary and Secondary Education.

PARCC is a multi-state alliance working to create next-generation assessments in English language arts/literacy and mathematics aligned to the CCSS and anchored in what students need to be ready for college and careers. The consortium's work is funded by a four-year, \$186 million federal Race to the Top Assessment Grant.

PARCC is a state-led enterprise composed of "governing states" and "participating states." Governing states are committed to active involvement in the governance of the consortium and the development of the PARCC assessments. Massachusetts is a governing state in PARCC, and I serve as the chair of the PARCC Governing Board. The MOA we submitted stipulated that Massachusetts will adopt the PARCC ELA and mathematics assessments provided they are at least as comprehensive and rigorous as our current MCAS assessments, if not more so.

PARCC Assessment Design

The PARCC assessment system has several components. Each component will be computer-based and will use technology to incorporate innovations:

- **SUMMATIVE ASSESSMENTS:** A performance-based assessment administered after three quarters of the school year has been completed and a computer-scored end-of-year assessment for both ELA and mathematics in grades 3–11 designed to:

- make college- and career-readiness (CCR) and on-track-to-achieve-CCR determinations;
 - measure the full range of standards and the full continuum of student performance;
 - provide data for accountability uses, including measures of growth.
- **NON-SUMMATIVE ASSESSMENTS:** Three non-summative assessment components designed to generate timely information for informing instruction, interventions, and professional development during the school year:
 - a required assessment of students' speaking and listening skills
 - an optional diagnostic assessment
 - an optional mid-year performance-based assessment

Particularly significant for Massachusetts is that PARCC will assess writing at all grade levels (compared to grades 4, 7, and 10 with MCAS) and will include rigorous performance-based assessments that will better measure the knowledge, skills, and practices required for success in college and the workplace.

Because the PARCC assessments will be computer-based, they will provide opportunities to include innovative constructed-response items that promise to be more authentic and engaging for students. PARCC will produce more timely results for educators, and have the potential to reduce our costs for English language arts and mathematics assessments.

Time Line for Two-Year Transition from MCAS to PARCC

The Department envisions a two-year transition period to move from MCAS to PARCC. This will afford our teachers and schools additional time to refine their implementation of the 2011 frameworks in ELA and mathematics and to become acclimated to new online test administration procedures prior to the full-scale implementation of PARCC.

Following is a time line of major milestones, with anticipated Board actions indicated by a check mark.

2013–2014 School Year

- | | |
|-----------------------------|--|
| ✓ October or November 2013: | Following discussion in September, Board votes on plan for two-year transition from MCAS to PARCC |
| Spring 2014: | PARCC field test administered in randomly selected Massachusetts schools/classrooms (and in 13 other states) |
-

2014–2015 School Year

- | | |
|-------------------|--|
| Early fall 2014: | Analysis of PARCC field-test data by Department staff |
| ✓ Late fall 2014: | Board receives update on PARCC field test and operational test that includes an assessment of whether PARCC is on track to |

be as good as or better than MCAS

Winter/spring 2014–2015: Massachusetts schools administer first operational PARCC or MCAS assessments, pending Board approval of plan for districts to choose between the two; all grade 10 students will continue to take MCAS in order to qualify for the Competency Determination

2015–2016 School Year

Summer/early fall 2015:	Standard-setting for PARCC tests; analysis of operational data
✓ Late fall 2015:	Board votes on full adoption of PARCC based on a determination of it being “as good as or better than” MCAS
Spring 2016:	Administration of PARCC operational tests, with the exception of grade 10 students who will continue to take MCAS to qualify for the Competency Determination

Considerations for the Board

Some of the major factors that the Board will need to consider include the following:

- **Budget:** Administering both MCAS and PARCC in spring 2015 based upon district choice will require additional funding (depending upon a combination of options selected and the terms of a contract extension with our MCAS vendor) and thus have implications for our FY 2015 budget recommendation.
- **Competency Determination:** We will need to determine the combination of PARCC assessment(s) that high school students will take to earn their CD for the classes of 2019 and beyond. The current plan calls for students at least through the class of 2018 to continue to take MCAS for their CD.
- **Accountability:** We are developing strategies for maintaining a valid and reliable system of district, school, and educator accountability during the transition period, as well as the ability to establish trends tied to legacy MCAS as we transition to the next generation assessments in ELA and mathematics.
- **Technology:** We are advocating for funding to ensure that, first and foremost, the Commonwealth’s classrooms reflect 21st-century learning technologies, and, as a result, that our schools and districts have the capacity to administer online assessments in the coming years.

Senior Associate Commissioner Bob Bickerton and Associate Commissioner Elizabeth Davis will be at the Board meeting on September 24 to answer your questions. I look forward to discussing these issues with you on September 24 and throughout the fall.

SECTION 03 B

OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION

page 01 - 02: The Lowell Sun
-www.lowellsun.com-

Amelia Pak-Harvey
"Lowell School Board Alters Course, Backs PARCC"
January 20, 2016

The article spells it out pretty clearly.

The Lowell School Committee switched their original vote for MCAS to PARCC
after Commissioner Chester's visit.

Lowell man needed organs that never came (http://www.lowellsun.com/todaysh headlines/ci_29561083/lowell-man-needed-organs-that-never-came?source=JPop)

» Continue to article. (http://www.lowellsun.com/todaysh headlines/ci_29561083/lowell-man-needed-organs-that-never-came?source=JPopUp)

Lowell school board alters course, backs PARCC

The Lowell Sun

UPDATED: 01/20/2016 11:28:21 PM EST

By Amelia Pak-Harvey

apak-harvey@lowellsun.com (<mailto:apak-harvey@lowellsun.com>)

LOWELL -- In a nearly complete turnaround from an earlier decision, the School Committee voted 5-2 Wednesday night to adopt the PARCC test this year for students across the district.

The argument to reconsider dropping MCAS for the Common-Core aligned test was bolstered by a number of staff who argued it would prepare Lowell for the new hybrid test -- a mixture of both MCAS and PARCC content -- that the state hopes to roll out in the spring of 2017.

The vote came after a visit from Elementary and Secondary Education Commissioner Mitchell Chester, who strongly urged school officials to reconsider distributing the test.

Superintendent Salah Khelifaoui noted the ability for the district to take the test in paper and pencil, alleviating the fear of the costs and infrastructure needed for an online test.

He also emphasized the hold-harmless period available for districts that choose to adopt PARCC this year. That could provide a window of opportunity for Lowell to improve its struggling schools, without the district slipping into a poor Level 4 designation.

"Essentially what (the commissioner) is telling us is we're going to give you a year and a half or better to get your act together in helping these schools," Khelifaoui said. "I need that time. We need that time. Our teachers and leaders need that time."

Pawtucketville Elementary School Principal Matthew McLean, among a small crowd that gathered for the discussion, argued that his teachers unanimously want PARCC over a "dead" MCAS test.

"They're seeing it as we have two years to get ready for the next challenge," he said. "They like what they see in the PARCC test."

STEM Academy Principal Jason McCrevan echoed similar comments.

"Let's get it on a paper and pencil test and learn how the test works and give the kids a chance at really being successful on it," he said. "Then when it goes to online at least they have those test-taking skills down and hopefully they can apply it to the technology that goes along with it."

Paul Schlichtman, the coordinator of research, testing and assessment for the district, argued the test will provide data advantages over MCAS.

"We will get richer, more valid data that our educators can use if we transition to PARCC now," he said. "In addition, that will give our kids two years of practice before it counts."

With the option of sticking with a paper test, some committee members changed their stance. The state, however, is still aiming for school districts to distribute the online hybrid test by 2019.

Member Steve Gendron originally voted to stick with MCAS, but said much of his concern was because of the online nature of PARCC.

"The likelihood of us going to Level 4, I think that's something we can avoid and be held harmless," he said. "I think that's an opportunity we should probably seriously consider."

Yet, United Teachers of Lowell President Paul Georges argued that the union is against all high-stakes testing.

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✱ noted Chester's position on PARCC's governing board, a position that critics have argued makes him biased for the test.

"The fact is there's an agenda," Georges said. "What does PARCC testing have to do with corporate America? It's a part of Pearson publishing, it's a gold mine for Pearson Publishing. There was an agenda when he came to Lowell, that was for us to walk away a little bit from MCAS and go to PARCC."

» Members Robert Hoey and Robert Gignac voted against the decision.

Gignac argued that students in possible future Level 4 schools should be helped immediately.

"Those kids deserve the very best now, we should not be waiting a year or two years being held harmless," he said. "Those changes should be made now because those kids deserve the best today."

Hoey voted against the measure arguing government mistakes made in testing.

"I was here 20 years ago when testing basically started and I believe state, federal mandates and testing for one thing has caused a lot of damage to the children," he said.

In other news, the committee also approved a plan to buy two modular classrooms for Wang Middle School to accommodate an increase in students, an influx that middle schools are dealing with throughout the entire district.

Those two modulars would cost about \$36,000 each, according to Interim Assistant Superintendent of Finance and Operations Frank Antonelli. The School Department would have conversations with the city about funding the modulars, he said.

Yet the two modulars only address part of a larger issue of enrollment.

"It's a problem, it's going to continue for at least the next four years," Khelifaoui said. "So we've got to come up with other alternatives, not just the modulars."

The committee also approved the posting of a temporary developer to create the new Office of Accountability, which will align the district's goals to its Five-Year Strategic Plan. It would carry a salary of up to \$75,000.

Members approved the posting 5-1, with member Connie Martin against it, citing concerns about spending money to fund the position.

Follow Amelia on Twitter and Tout @AmeliaPakHarvey.

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backs-parcc)

CHAPTER 04

This chapter compiles my first three public comment submissions.

These were the direct result of this frustrated parent's first collision with "education reform" and the manner in which "reforms" were being implemented.

My wife, an elementary teacher, was feeling intimidated by the Department of Education. School District Administrations across the country were telling staff that PARCC was going to happen. Social Media accounts were being monitored.

Measured Progress secured a five year MCAS/PARCC hybrid assessment contract in 2016. Measured Progress, our longtime Massachusetts paper and pencil MCAS administrator, initially partnered with Cognia in 2018. Measured Progress then retired it's company name. Cognia automatically became the administrator of our Massachusetts Next-Generation Standardized Assessment.

Cognia, now re-organized as a mega non-profit of some sort, would get my vote as to who will win the next Massachusetts State Assessment Contract in 2022.

The Massachusetts Department of Elementary and Secondary Education has already provided copies of several supplemental modifications to the 2016 Measured Progress/Cognia assessment contract and the original RFP proposal.

"Building Pharoahs (BP)" will explore multiple aspects of those modifications.

Are these taxpayer funded Non-profits? Do they exist other than in education?

Student data is now available in some way, shape or form to investment groups.

The Executive Office of Education promotes stuff like that.

An ongoing nightmare of my life.

**NOTE: Pages 1 - 4 are close to what was said at the first School Committee I ever attended.
The purpose was to object to the implementation of an education reform agenda.**

Usually I would be nervous standing up here, My hands would shake and my voice would jump around. I am one of the shyest people you will ever meet. today my voice is jumpy and my hands are shaking because I am angry at you. I am outraged at what is happening in this town, state and country.

My name is Scott Andrade and I am the parent of a third-grade student at the Center School who is in a class that has been selected to take the PARCC field test. I am here to say that my child will not be taking the PARCC field test. My child will also not be taking the PARCC test if Peabody Massachusetts implements this program in the 2014-2015 school year. These are my children and I will protect them from those attempting to harm them. There are so many ways which Common Core and PARCC and inBloom are a danger to my child, I would not even begin to scratch the surface with 20 pages of notes. But I digress a bit...

Published material states that two thirds of Massachusetts state schools are participating in the PARCC field tests. This is a deliberate piece of miss-information. The truth is only 15% of Massachusetts students are taking this field test. My percentages may be off a bit...but even 20% is nowhere near 67%. Two of the three third grade classes at Center School are participating in the PARCC field test. One has a regular school day. I guess I was one of the lucky ones. Yeah for me.

I am "conscientious objector" to this test and the process that produced it. I am well informed, but it has been hard. Go to the PARCC website and see if you can find anything about Pearson Education or inBloom. If you can find it, congratulations, get your pipe and smoke it Sherlock Holmes. I joke, but I believe this to be as deliberate as all the other mis-information out there. I will continue to gather and present information as necessary in my attempt to stop PARCC's implementation.

Yesterday we heard from Sandra Stotsky. She laid out a litany of problems dealing mostly with curriculum. Quite eloquently I thought. That will be my focus today.

There is no penmanship, cursive, in the common core standards. So much for signing your name or reading the Bill of Rights. Apparently we are not going to need that anymore.

I went to Wentworth. There is no way any young adult will be able to function in that environment without having a basic understanding of where to begin. Mrs. Stotsky pointed out the lack of higher mathematics. Common Core is like building houses without foundations. Houses without foundations collapse.

Common Core says that you can add/supplement additional subjects into the curriculum at a district's discretion. Every teacher and administrator knows that there is no time for these additions. And when I say no time, I am talking about hours, minutes and seconds in a day. The days are planned out that rigorously. Move, move, move don't get it...too bad. If you thought you had it, here's something else that will make you second guess what you thought you knew. Utter confusion.

my third-grader comes home with worksheets on adding like and then simplifying those fractions. He is still learning times tables.

This curriculum shows a complete lack of understanding of a child's brain and how it develops. Just because you want a child to know something, does not mean they can understand it. I believe it is called cognitive development. I may be wrong, I am not a teacher.

Speaking of teachers, don't they all have masters degrees. Why are they the ones being held responsible for low test scores. It makes no sense.

My wife is a teacher in Peabody and she cannot stand here next to me because she is afraid she will get fired. That is called censorship by intimidation. Nice learning environment.

Walk into any teachers classroom and ask them which kids need help in math, which kids need help in English. They will tell you flat out which kids need that help. They don't need PARCC to tell them what areas their students need to improve in. Common Core and PARCC do nothing to help schools deal with the problem areas of these so-called "low performing" students. So why are we testing so much? We need to concentrate on teaching. Fix that if you want to see test scores rise.

Children go home to single parents.
Children go home to parents that work multiple jobs and simply do not have an abundance of time to help their kids with homework. Especially homework that they don't understand. You can't just add 2+2 anymore.

When I tried to show my child how to carry the one on a multiplication problem a few years back, he looked at me like I had nine heads.

Some children go home to dangerous environments. What about them? Does that child even care what multiplication is? Fix that if you want to see test scores rise. No wait... I have a better idea, tie teachers performance to test results. All children have it easy.

You cannot expect children to learn in the amount of time allotted in a single school day. Teachers need help. I learned because my parents helped me with my homework. My parents were my teacher's on call for another hour and a half a night. Not all children are that lucky.

My wife has 27 students in her class. She has one paraprofessional.

My wife is an amazing teacher. She has the same data in her notebook than these tests provide. By adopting this version of the PARCC assessment system, you are telling me that she may be fired because her test scores do not improve. when These children are too young to know the information they are being tested on. They can't possibly do well.

My son is in your school system because at his other school, he had children standing up and running around the room on a daily basis. These students continually disrupted the learning process for every other student in the classroom. There was no penalty for bad behavior.

A possible solution to this problem will come from watching adults respect other adults. As adults we need to respect other opinions and listen to them. That is how dialog begins and ends. At least productive dialogue.

This process was completely opaque and continues that way. Hopefully, as Teachers, Administrators and Parents become informed of this travesty, we will unite to say no!

**THE PUBLIC SPEAKING PORTION OF THIS STATEMENT PROBABLY DIFFERED
SLIGHTLY/MODERATELY FROM WHAT IS PROVIDED HERE.**

**YOU COULD LOCATE THE EXACT LANGUAGE OF THIS STATEMENT IF SOME TIME WERE
DEDICATED, BUT THE THRUST OF THE ARGUMENT WOULD REMAIN QUITE CLEAR.**

REFUSE THE TEST!

*The Peabody School Committee was
gracious and allowed me the chance to
complete my statement even though it
most definitely exceded 3 minutes.*

NOTE: Pages 6 - 21 were submitted for membership consideration at one of our town's (Salem) bi-weekly Public School Committee meetings.

Let's Talk PARCC Testing

ED.gov

WHAT IS NOT PART OF THE DEPARTMENT OF EDUCATION'S ROLE?

In creating the Department of Education, Congress specified that:

No provision of a program administered by the Secretary or by any other officer of the Department shall be construed to authorize the Secretary or any such officer to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, over any accrediting agency or association, or over the selection or content of library resources, textbooks, or other instructional materials by any educational institution or school system, except to the extent authorized by law. (Section 103[b], Public Law 96-88)

Thus, the Department does not

- establish schools and colleges;
- develop curricula;
- set requirements for enrollment and graduation;
- determine state education standards; or
- • develop or implement testing to measure whether states are meeting their education standards.*

These are responsibilities handled by the various states and districts as well as by public and private organizations of all kinds, not by the U.S. Department of Education.

* Since 1969, the Department's National Center for Education Statistics has conducted the National Assessment of Educational Progress (NAEP). It is the only nationally representative and continuing assessment of what American students know and can do in major academic subjects and provides a wealth of data about the condition of education in the U.S. NAEP is not the same as testing done by each state to measure how well its students meet the state's academic standards; however, a large discrepancy between children's proficiency on a state's test and their performance on NAEP may suggest the state needs to take a closer look at its standards and assessments and consider making improvements.

★ PARCC was established in 2010 with a \$186 million federal grant that funds development of the new assessments through Sept. 2014

Fact: No teachers were involved in writing the standards. No teachers have claimed responsibility for any of the ELA standards. The entire development process was non-transparent; there are no public records showing comments and suggestions received, or any actions taken or changes made.

Fact: The Common Core State Standards are not internationally benchmarked, and no study in a Common Core appendix shows that they are.

12. What reports comparing Common Core's standards with Massachusetts' standards were used to justify Massachusetts' adoption of Common Core's standards?

- A. A report by Achieve, Inc. that was funded by the Gates Foundation.
- B. A report by the Thomas B. Fordham Institute that was funded by the Gates Foundation.
- C. A report by WestEd that was commissioned by the Massachusetts Business Alliance in Education and funded by the Gates Foundation via the James B. Hunt Institute in North Carolina.
- D. Reports by Massachusetts Department of Education-appointed local/state reviewers.

Fact: Most states committed to the Common Core State Standards as part of the Race to the Top grant application. In return, they were supposed to be given evidence of international benchmarking for these standards. However, they have not been given the names of these countries or crosswalks showing comparisons of standards at each grade level.

Fact: Adopting common standards means bringing all states' standards down to a mediocre common denominator. This means that states with high standards are actually taking a step backwards by adopting the Common Core. Common Core addresses remediation at the college level by demanding college credit for college-level remedial courses, rather than preparing high school students for authentic college-level work.

Fact: The standards are being implemented through No Child Left Behind (NCLB) and newer federal programs, signifying that the federal government will be leading them. Flexibility waivers from NCLB, granted by the federal government to over 40 states, effectively require states to use Common Core standards.

Fact: The Common Core State Standards initiative has never been state-led, and states are not finding it easy to withdraw from the commitments made by their state boards of education, governors, and commissioners of education. In addition, plans are already being made to eliminate local school boards in favor of regional school boards controlled by the federal government. The federal government will monitor what states do through its waiver-granting process and the Common Core-based assessments developed by the federally-funded assessment consortia. No mechanism exists for revising Common Core's standards.

Fact: The assessments based on the Common Core State Standards are intended to result in a national database on all students. While the standards do not in themselves require data collection, data are to be collected as part of administering the Common Core assessments, and the consortia are legally obligated to transfer individual student-level data to the federal government.

- 14. Why did Massachusetts adopt Common Core's standards in July 2010? The state had been promised \$250,000,000 in Race to the Top funds if it adopted Common Core's standards.**

11. What are the chief deficiencies of Common Core's standards?

- A.** The standards are not internationally benchmarked.
- B.** The standards are not research-based.
- C.** The standards are not rigorous.

They omit high school mathematics standards leading to STEM careers, stress writing over reading, reduce literary study in grades 6-12, use an unproven approach to teaching Euclidean geometry, defer completion of Algebra I to grade 9 or 10, are developmentally inappropriate in the primary grades, and use the high school English class for informational reading instruction.

Fact: The standards de-emphasize the study of fiction/literature. Over 50% of the reading standards in the English language arts at each grade level is for informational or nonfiction reading.

Fact: These standards are intended to lead to a national curriculum for our schools. Bill Gates has said so explicitly. Further, the standards contain explicit guidelines for the amount of time to be allotted to informational reading, use an experimental approach to teaching Euclidean geometry, and expect all students in a class to be taught to the same set of standards for the entire academic year. No acceleration is encouraged or desired.

Fact: Key mathematics topics appear in the wrong grade or are missing in Common Core. As the lead mathematics standards-writer acknowledged in 2010, Common Core does not prepare students for STEM or selective colleges. Having different standards in different states that cover topics at different grade levels does not seem to hurt Australia or Canada, or other top-performing countries that have significantly varying progressions across provinces.



References

Mark Bauerlein and Sandra Stotsky. (September 2012). How Common Core's ELA standards place college readiness at risk. <http://pioneerinstitute.org/download/how-common-cores-ela-standards-place-college-readiness-at-risk/>

R. James Milgram and Sandra Stotsky (September 2013). Lowering the Bar: How Common Core Math Fails to Prepare High School Students for STEM. <http://pioneerinstitute.org/news/lowering-the-bar-how-common-core-math-fails-to-prepare-students-for-stem/>

About the Standards

About this Site



This site is the official home of the Common Core State Standards. It is hosted and maintained by the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center). It provides parents, educators, policymakers, journalists, and others easy access to the actual standards, as well as supporting information and resources.

About the Common Core State Standards

The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. Forty-three states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have voluntarily adopted and are moving forward with the Common Core.

For years, the academic progress of our nation's students has been stagnant, and we have lost ground to our international peers. Particularly in subjects such as math, college remediation rates have been high. One root cause has been an uneven patchwork of academic standards that vary from state to state and do not agree on what students should know and be able to do at each grade level.



Recognizing the value and need for consistent learning goals across states, in 2009 the state school chiefs and governors that comprise CCSSO and the NGA Center coordinated a state-led effort to develop the Common Core State Standards. Designed through collaboration among teachers, school chiefs, administrators, and other experts, the standards provide a clear and consistent framework for educators.

The Common Core is informed by the highest, most effective

standards from states across the United States and countries around the world. The standards define the knowledge and skills students should gain throughout their K-12 education in order to graduate high school prepared to succeed in entry-level careers, introductory academic college courses, and workforce training programs.

The standards are:

- 1) Research- and evidence-based
- 2) Clear, understandable, and consistent
- 3) Aligned with college and career expectations
- 4) Based on rigorous content and application of knowledge through higher-order thinking skills
- 5) Built upon the strengths and lessons of current state standards
- 6) Informed by other top performing countries in order to prepare all students for success in our global economy and society



U.S. Department of Education

PRESS RELEASES

President Obama, U.S. Secretary of Education Duncan Announce National Competition to Advance School Reform

Obama Administration Starts \$4.35 Billion "Race to the Top" Competition, Pledges a Total of \$10 Billion for Reforms

ARCHIVED INFORMATION

[en Español](#)

FOR RELEASE:

July 24, 2009

Contact: Justin Hamilton,
Deputy Press Secretary
(202) 401-1576 or
press@ed.gov

The centerpiece of the Obama administration's education reform efforts is the \$4.35 billion Race to the Top Fund, a national competition which will highlight and replicate effective education reform strategies in four significant areas:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

"The \$4.35 billion Race to the Top program that we are unveiling today is a challenge to states and districts. We're looking to drive reform, reward excellence and dramatically improve our nation's schools," Secretary of Education Arne Duncan said at the event.

Standards and Assessments

Race to the Top (RTTT) provides states with an historic opportunity to accelerate their efforts to graduate all high school students prepared for college and careers. **Internationally-benchmarked college and career readiness expectations will be the foundation for all strategies undertaken with Race to the Top funding. In fact, serious work towards adopting common, internationally-benchmarked college- and career-ready standards and assessments is a prerequisite for states to earn RTTT resources.** Adopting common college- and career-ready standards and assessments is not enough to advance bold reform and win RTTT funding, though. **States should seize the opportunity RTTT provides to align their policies and supports for students and teachers with the common standards and assessments so that they are truly translated into the classroom.**

Adopting Common College- and Career-Ready Standards

State standards used to reflect a consensus among subject matter experts about what would be desirable or important for young people to learn. They did not take into account what postsecondary institutions, training programs, and employers expected of high school graduates. As a result, too many students across the country met state standards, passed state tests and completed state-required courses only to be placed into remedial courses once they enrolled in college or found they were unqualified for training programs and skilled employment in the modern workplace. They may have been proficient, but they were obviously not prepared.

Over the last several years, 23 states have worked to address this problem by aligning their high school standards with the real-world expectations of employers and postsecondary faculty. The proposed RTTT *State Reform Conditions* criteria for standards and assessments ask all 50 states to adopt common, **college- and career-ready, internationally-benchmarked standards** (see Table 1). Common standards, anchored in what it takes for students to be ready for college and careers, will provide a dramatic boost to school improvement efforts across the country, and they should form the foundation of all RTTT efforts.

Both college-and-career-ready and internationally benchmarked were mentioned side by side in this Achieve September 3, 2009 promotion. The "benchmark" promise vanished from the Common Core State Standards Initiative on March 23, 2010 (seven months later). College-and-career-ready lives on in the Next-Generation Standards Initiative.

Common Core State Standards Initiative. Forty-eight states are participating in the landmark Common Core State Standards Initiative led by the National Governors Association and Council of Chief State School Officers, in partnership with Achieve, ACT and the College Board. The end-of-high-school standards are being vetted by states and revised this fall, and the K-12 standards will be completed over the winter.¹

By collaborating across state lines to adopt common standards, states will finally be able to compare "apples to apples" when looking at achievement and attainment results. Because algebra will finally be algebra, no matter the state, states will be able to build better assessments and leverage a range of other high-quality

This guide is one of a series of papers Achieve has prepared to help states maximize the opportunities presented through the Race to the Top Fund (RTTT). In accompanying papers, Achieve addresses recommendations for leveraging P-20 longitudinal data systems, turning around low performing schools, and improving teacher effectiveness. Taken together, these papers offer advice to help state leaders develop comprehensive RTTT reform strategies firmly anchored in the goal of college and career readiness for all students. The full set of RTTT papers is available at <http://www.achieve.org/Racetothetop>.

tools designed to help educators and students succeed. Teacher standards for preparation and performance, curriculum tools and student supports, and professional development strategies all can be based on the same foundation of evidence-based, internationally-benchmarked expectations.

For these reasons and more, Achieve urges states to work closely with each other and the national partners to adopt the Common State Standards.

Building Support for Common Standards. Adopting new standards is never easy, so states should reach out to stakeholders now to get them engaged in the process. In particular, states should involve classroom educators, principals, administrators, students, parents, civic and business leaders, and other key stakeholders in reviewing the common standards, identifying alignment (and gaps) with current expectations, and building support for adoption. In addition, engagement and collaboration with higher education leaders and faculty is essential in order for states to ensure that the college- and career-ready standards will have credibility with the postsecondary community.

Table 1: Race to the Top Draft Criteria: College- and Career-Ready Standards and Assessments

Reform Conditions Criteria: A state's *past progress* in creating conditions for reform

#1: Developing and adopting common standards:

- For Phase 1 applications: The state is participating in a consortium with a significant number of states that is working toward jointly developing and adopting, by June 2010, a common set of K-12 standards that are internationally benchmarked and that build toward college and career readiness by the time of high school graduation.
- For Phase 2 applications: The state has adopted, as part of a multi-state consortium with a significant number of states, a common set of K-12 standards that are internationally benchmarked and that build toward college and career readiness by the time of high school graduation.

#2: Developing and implementing common, high-quality assessments:

- The state is participating in a consortium with a significant number of states that is working toward jointly developing and implementing common, high-quality assessments aligned with the consortium's common set of K-12 standards that are internationally benchmarked and that build toward college and career readiness by the time of high school graduation.

Reform Plan Criteria: A state's *plans for future efforts* to advance reform

#3: Supporting the transition to enhanced standards and high-quality assessments:

- The state, in collaboration with its participating districts, has a high-quality plan for supporting a statewide transition to and implementation of internationally-benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation and high-quality assessments tied to these standards. State or district activities might include: aligning high school exit criteria and college entrance requirements with the new assessments; developing, disseminating, and implementing curricular frameworks and materials, formative and interim assessments, and professional development materials; and engaging in other strategies that translate the standards and information from assessments into classroom practice.

The criteria above reflect the *draft* guidance issued by the U.S. Department of Education in July 2009. As of September 2009, they had collected public comments but had not yet released final guidance. Final guidance will be available at: <http://www.ed.gov/recovery>.

Building Aligned Assessments Anchored in College and Career Readiness

RTTT offers states an exciting opportunity to work together to build common assessments aligned to common, college- and career-ready standards. The potential benefits of common assessments are significant: higher quality measures, cost savings for states, opportunities for innovation, and, of course, the ability to compare results across state lines.



Published on Achieve (<http://www.achieve.org>)

International Benchmarking

International benchmarking is important from a national perspective to ensure our long-term economic competitiveness. The successes of other nations can provide potential guidance for decision-making in the United States, and many, appropriately, believe American students should be held to the same academic expectations as students in other countries.

12. What reports comparing Common Core's standards with Massachusetts' standards were used to justify Massachusetts' adoption of Common Core's standards?

- A. A report by Achieve, Inc. that was funded by the Gates Foundation.
- B. A report by the Thomas B. Fordham Institute that was funded by the Gates Foundation.
- C. A report by WestEd that was commissioned by the Massachusetts Business Alliance in Education and funded by the Gates Foundation via the James B. Hunt Institute in North Carolina.
- D. Reports by Massachusetts Department of Education-appointed local/state reviewers.

Achieve's International Benchmarking Work

- Achieve was contracted by the Organisation for Economic Co-operation and Development (OECD) to co-develop the mathematics framework for PISA 2012 ^[5]. Achieve is also conducting an alignment review of the potential item pool for the mathematics assessment.
- With the National Governors' Association and the Council of Chief State School Officers, Achieve released the paper Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education ^[1], which provides a roadmap for benchmarking state K-12 systems against high-performing nations.
- The Asia-Pacific Economic Cooperation (APEC) commissioned Achieve to conduct an analysis of member states' standards in mathematics and science. The full report can be downloaded from the APEC website ^[2].
- As part of the Common Core State Standards Initiative, Achieve helped collect and analyze standards from a number of countries. These studies helped inform the choices made by the writers of the common standards. See the Common Core State Standards Initiative website ^[6] for examples of how international benchmarking was used to inform the development of the standards in mathematics ^[7] and English Language Arts/Literacy ^[8].
- Achieve has written a series of content briefs ^[3] to compare the expectations of several high-performing countries to those found in the Common Core State Standards.

Collaboration on Development of Tools

The supplemental funds provide an important opportunity to complement and significantly strengthen the tools and research plans from the main PARCC grant by developing a robust set of high-quality instructional tools that will support good teaching, help teachers develop a deeper understanding of the CCSS and their instructional implications, and provide early signals about the types of instruction and student performance demanded by the PARCC assessments. To accomplish this, PARCC will take the following steps:

- **Develop a framework that will define the priority tool set most important for improving teaching and learning and for supporting the implementation of the CCSS and PARCC assessments.** This priority tool set may include a mix of instructional, formative assessment, professional development and communication tools for use by teachers, students and administrators.
- **Rapidly create prototypes of the through-course assessments to enable PARCC states to share them with educators as quickly as possible.** PARCC's goal is to create a number of prototypes that educators can try out during the 2010–11 and 2011–12 school years through small-scale pilots.
- **Focus the development of tools on a set of robust, high-quality model instructional units that highlight the most significant advances in the CCSS and PARCC assessments.** Each instructional unit will be anchored around a PARCC assessment component and closely linked to the CCSS. Each will include a variety of components, such as explanatory materials about the CCSS; instructional materials; diagnostic activities that will allow teachers to adapt instruction in real time for individual students; professional development materials for educators; and tools to inform conversations between principals and teachers, teachers and students, and teachers and parents about the results of through-course assessments.
- **Develop college readiness tools aligned to the CCSS and PARCC.** PARCC plans to use some of the supplemental resources to develop college readiness tools aligned to the CCSS and PARCC assessments, such as model 12th grade bridge courses for students who don't score college ready on the high school assessments or online tools to help diagnose students' gaps in college-ready skills.
- **Facilitate a dialogue among the PARCC state RTTT grant winners to enable them to coordinate their investments in instructional tools to the maximum extent possible.** PARCC will support this coordination by creating common definitions, scopes of work, evaluation criteria, etc. so that tools developed by different states through state-specific procurements can be part of a coherent set.

Race to the Top



Common, college- and career-ready, internationally-benchmarked standards and assessments should serve as the foundation for states' RTTT strategies. These standards will help align the high school curriculum with the demands of postsecondary education and careers, and the development of common assessments aligned to those standards gives states a significant opportunity to improve the quality of their assessments dramatically, as well as to reduce costs and allow for comparability of results across state lines. We strongly encourage states to use these unprecedented resources to ensure that their standards and assessments – and the curricular materials, tools, and course-taking requirements and incentives aligned to them – are anchored in college and career readiness so the entire system drives towards that goal.

June 2014						
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For Immediate Release

Friday, May 16, 2014

Contact: Kathleen Hart (EEC) 617-988-7819

Massachusetts' Three Education Commissioners Endorse Birth-to-Grade Three Strategies for College and Career Success

Massachusetts one of Six States Advancing New Focus on Early Learning

WORCESTER - Massachusetts' top education officials today spoke to educators, parents, business leaders, and community partners from across the Commonwealth at a statewide conference to emphasize the importance of preparing even the youngest children for eventual success in college and careers.

Thomas Weber, Commissioner of Early Education and Care; Mitchell Chester, Commissioner of Elementary and Secondary Education; and Richard M. Freeland, Commissioner of Higher Education addressed 250 attendees at the *Birth through Grade 3 Policy Forum: Developing Strategic Pathways to College and Career Success* held today at the DCU Center in Worcester. The conference was designed to explore the ways in which policy makers, educators, parents and a range of other stakeholders can work together to best equip children, in their earliest developmental years, with the experiences and environments they need to build strong foundations for learning in school and beyond. The Commissioners delivered a unified message on the importance of building a healthy and strong foundation for learning *starting at birth* so that all children will be on the pathway to lifelong success.

"The first five years of a child's life present us with an unprecedented opportunity to impact their development and learning trajectories and set them on a path of success," said Early Education and Care Commissioner Thomas L. Weber. "A seamless education system that begins at birth and links across all sectors is necessary to ensuring that our children achieve at high levels and succeed throughout their education and careers."

"Too few students in Massachusetts are ready for grade-level work by the end of third grade," said Elementary and Secondary Education Commissioner Mitchell Chester. "I am glad to be part of this collaboration that will help build stronger foundations for children."

"Across all three of our education agencies, we are focused on building brainpower," said Richard M. Freeland, Commissioner of Higher Education. "Too many of our students wind up in remedial courses, which greatly reduces their chance of ever earning a college degree. I am pleased to join my colleagues in supporting new strategies to give younger children tools they need to be successful later in life."

In June 2013, the National Governors Association (NGA) Center for Best Practices, a research and development entity that supports governors and the development of solutions to public policy issues, announced that Massachusetts and five other states (Connecticut, Hawaii, Illinois, Nevada, and Pennsylvania) had been selected to participate in a national policy academy to improve learning outcomes for children from birth through grade 3. With the generous support from the NGA, including a grant of \$25,000 plus technical assistance from national experts, Massachusetts is developing a comprehensive birth through grade 3 policy agenda that reflects a growing body of research about the critical importance of the earliest years of a child's life and builds on successful initiatives that are being implemented across the state, such as the Race to the Top Early Learning Challenge and K12 Plans.

The foundation of the Birth to Three agenda is the identification of the essential "competencies" or skills that all children should demonstrate in order to be well prepared for college and careers in the 21st century. For example, Massachusetts will build upon successful early literacy programs with the goal of preventing achievement and developmental gaps from forming before children reach school age. The competencies will also serve as building blocks for the knowledge and skills included in the new *Massachusetts Definition of College and Career Readiness* adopted by the Board of Elementary and Secondary Education and the Board of Higher Education during the spring of 2013. Additionally, the new agenda will include strategies to enhance early learning standards, develop a birth through grade 3 assessment system, improve educator effectiveness, and provide comprehensive support to children and families.

Last Updated: May 16, 2014

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Six States Awarded Race to the Top-Early Learning Challenge (RTT-ELC) Grants to Build Statewide Systems of High-Quality Early Learning

Obama Administration awards more than \$1 billion to states to support early learning programs

DECEMBER 19, 2013

Contact: ED, (202) 401-1576, press@ed.gov (<mailto:press@ed.gov>)
HHS, (202) 260-6343, kenneth.wolfe@acf.hhs.gov (<mailto:kenneth.wolfe@acf.hhs.gov>)

U.S. Secretary of Education Arne Duncan and Secretary of Health and Human Services Kathleen Sebelius announced today that six additional states—Georgia, Kentucky, Michigan, New Jersey, Pennsylvania and Vermont—will receive a total of \$280 million in grant awards from the 2013 Race to the Top-Early Learning Challenge (RTT-ELC) fund to improve access to high-quality early learning and development programs throughout their states. These six states join the 14 existing state grantees who secured funding in the first two rounds, which began in 2011.

Under this Administration, RTT-ELC has awarded over \$1 billion to provide a strong start for our nation's youngest children and to put them on the path to a bright future. RTT-ELC is a key part of the Obama Administration's comprehensive early learning agenda in combination with President Obama's Preschool for All proposal. RTT-ELC supports states in their systemic efforts to align, coordinate, and improve the quality of existing early learning and development programs across multiple funding streams that support children from birth through age five.

"By investing in high-quality early learning through programs like Race to the Top-Early Learning Challenge, we are able to close achievement gaps, provide life-transforming opportunities for children, and strengthen and build a thriving middle class," said U.S. Secretary of Education Arne Duncan. "Thanks to the leadership of governors, state officials, and education advocates, these states have created plans to develop high-quality early learning systems that improve the quality of learning to provide our youngest citizens with the strong foundation they need for success in school and beyond. This investment is a down payment to support and implement high-quality early learning programs across the country. There is still a lot more work for us to do."

"This administration is committed to ensuring all children have a chance to succeed," said Kathleen Sebelius, Secretary of the Department of Health and Human Services. "An investment in our children is an investment in our nation's future."

States may use RTT-ELC funds for such activities as:

- Establishing culturally, linguistically, and developmentally appropriate early learning and development standards across all the essential domains of school readiness for children from birth to kindergarten entry.
- Ensuring that quality program standards are applied to all early learning programs in the state.
- Building and improving state Tiered Quality Rating and Improvement Systems designed to inform parents about the quality of early learning programs and drive improvements to the quality of those programs.
- Promoting health and family engagement strategies.

These elements are critical components that states must address in a comprehensive way so that investments in preschool, child care and other early learning and development programs fit together in a way that improves the overall quality of services and enables parents and providers to make informed decisions about the care provided to their children.

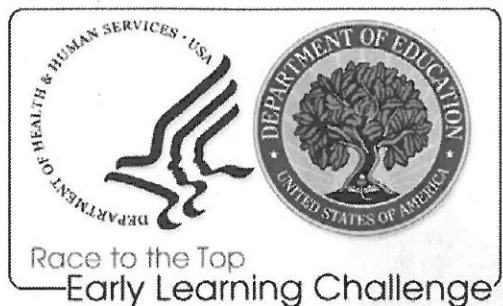
The RTT-ELC program is jointly administered by The U.S. Department of Education and U.S. Department of Health and Human Services, and the two agencies are continuing to work closely together on new initiatives to expand and improve services for children from birth through age 5. Through the RTT-ELC, states created proposals to improve early learning by coordinating existing programs, evaluating and rating program quality and increasing access to high-quality programs, particularly for children with high needs including those from low-income families, children with disabilities and English learners. In the first year, the Departments received 37 applications and nine states were awarded grants: California, Delaware, Maryland, Massachusetts, Minnesota, North Carolina, Ohio, Rhode Island and Washington. In 2012, five additional highest-rated states were awarded grants: Colorado, Illinois, New Mexico, Oregon and Wisconsin.

In addition to funding RTT-ELC to support early learning, the President's 2014 budget request calls for a historic new investment—\$75 billion, in fully offset mandatory funds, over a 10-year period—in preschool education that supports universal access for all four-year olds from low-income and moderate-income families through a partnership with the states. The proposal also calls for Early Head Start-child care partnerships and an expansion of Home Visiting. President Obama understands that the stubborn opportunity gap that confronts far too many American children and limits their life chances, often begins before they even enter kindergarten. The Administration's investment in coordinated state early learning systems and the President's plans to increase access to high-quality early learning

Related Resources

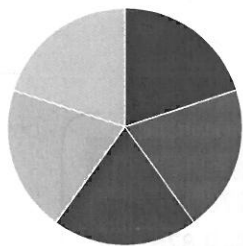
Recording of
Conference Call

 (<http://www2.ed.gov/news/av/audio/2013/12192013.mp3>)



Race to the Top–Early Learning Challenge (RTT-ELC) discretionary grant program supports states in building statewide systems that raise the quality of Early Learning and Development Programs and increase access to high-quality programs for children with high needs, so that all children enter kindergarten ready to succeed.

The RTT-ELC discretionary grant program is administered jointly by the U.S. Departments of Education and Health and Human Services. It is organized around five key areas that represent the foundation of an effective early learning and development reform agenda:



- ▲ Successful State Systems built on broad-based stakeholder participation and effective governance structures.
- ▲ High-Quality Accountable Programs based on a common set of standards aligning Head Start, CCDF, IDEA, Title I of the ESEA, state-funded preschools, and similar programs to create a unified statewide system of early learning and development.
- ▲ Promoting Early Learning and Development Outcomes for Children through the implementation of common statewide standards for young children, comprehensive assessments aligned to those standards across a range of domains, and clear guidelines for improving the quality of programs and services that promote health and engage families in the care and education of young children.
- ▲ A Great Early Childhood Education Workforce that is supported through professional development, career advancement opportunities, differentiated compensation, and incentives to improve knowledge, skills, and abilities to promote the learning and development of young children.
- ▲ Measuring Outcomes and Progress through the collection, organization, and understanding of evidence of young children's progress across a range of domains, as well as implementing comprehensive data systems and using data to improve instruction, practices, services, and policies.

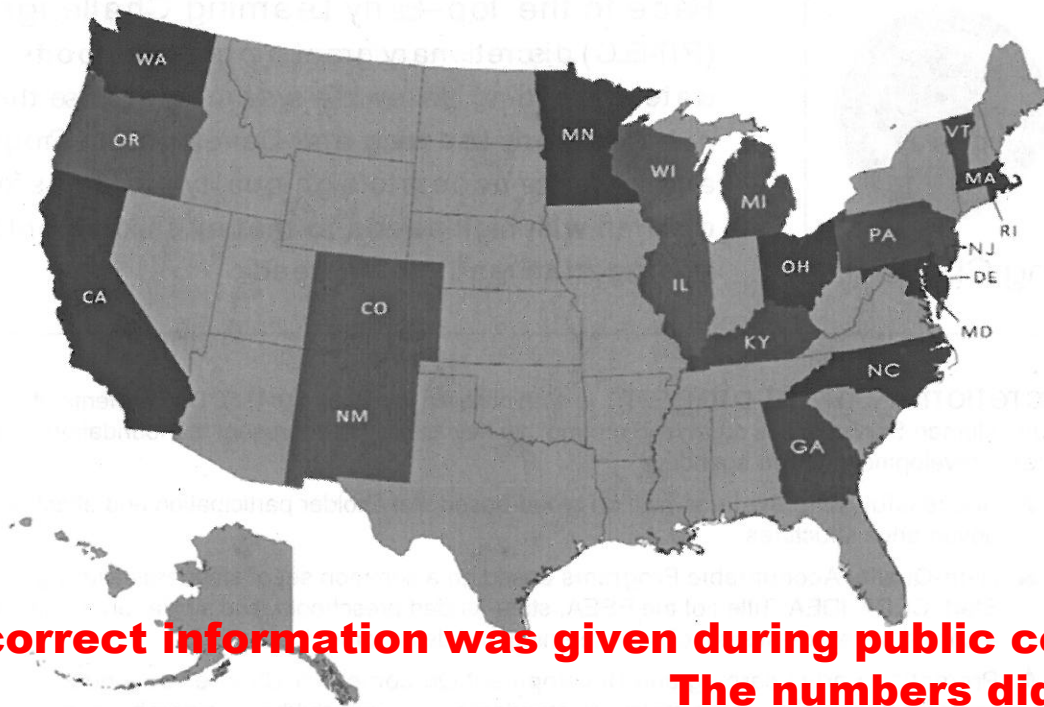
RTT-ELC grantees have proposed ambitious plans and targets to improve program quality and outcomes for young children and to increase the number of high-need children who are attending high-quality early learning and development programs. Grantees will be measured on their progress on the following performance metrics:

- ☐ Increasing the number and percentage of early learning and development programs participating in state's tiered quality rating and improvement system (TQRIS);
- ☐ Increasing the number and percentage of early learning and development programs in the top tiers of the state's TQRIS; and
- ☐ Increasing the number and percentage of high-need children in the early learning and development programs that are in the top tiers of the state's TQRIS.

In addition, those grantees that identified these focused investment areas as part of their state plan will be measured on their progress toward:

- ☐ Leveraging resources to meet health promotion targets;
- ☐ Increasing the number of early childhood educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the state's Workforce Knowledge and Competency Framework; and
- ☐ Increasing the number and percentage of early childhood educators who are progressing to higher levels of credentials that align with the state's Workforce Knowledge and Competency Framework.

Learn more at <http://ed.gov/programs/racetothetop-earlylearningchallenge>



**Incorrect information was given during public comment.
The numbers did add up.**

Thirty-five states plus the District of Columbia and Puerto Rico applied for the 2011 round of RTT-ELC grants, and 16 states plus the District of Columbia applied for the 2013 round of grants. Since 2011, more than \$1 billion has been awarded for projects in 20 states.



The Early Learning Challenge Technical Assistance Program (ELC TA) was established to support the RTT-ELC grantees in the successful implementation of their RTT-ELC projects. The ELC TA program also supports non-grantees as they implement early learning reforms in their states. The ELC TA program provides and facilitates responsive, timely, and high-quality technical assistance through an action-oriented partnership among the RTT-ELC program of Office and other federal program of Offices, the ELC TA program staff (including the State Support Team experts), and more than 40 early learning technical assistance organizations.

Grantee States

Round 1 — 2011

California	\$75,000,000
Delaware	\$49,878,774
Maryland	\$49,999,143
Massachusetts	\$50,000,000
Minnesota	\$44,858,313
North Carolina	\$69,991,121
Ohio	\$69,993,362
Rhode Island	\$50,000,000
Washington	\$60,000,000

Round 2 — 2012


Colorado	\$44,888,832
Illinois	\$52,498,043
New Mexico	\$37,500,000
Oregon	\$30,763,353
Wisconsin	\$34,052,084

Round 3 — 2013

Georgia	\$51,739,896
Kentucky	\$44,348,482
Michigan	\$51,737,456
New Jersey	\$44,286,728
Pennsylvania	\$51,734,519
Vermont	\$36,931,076

Learn more at <http://ed.gov/programs/racetothetop-earlylearningchallenge>

NOTE: If you say something wrong... you have some time to submit a public correction if warranted.

				
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Legislative Schedules	Session Video	Executive & Judicial Branches	About Ohio's State Government	Education Topics and Legislative Reports

[Return to Laws Page](#)**HB 237**[As Introduced](#)[View Full Text with Line Numbers](#)[\(.pdf format\)](#)[\(.html format\)](#)[View Publications Associated with this Bill](#)[Bill Analyses](#)[Synopsis of Committee Amendments](#)[Conference Committee Synopsis](#)[Fiscal Notes](#)[Status Report of Legislation](#)[Votes](#)**Bill Sponsors**

REPRESENTATIVES:
 Thompson Becker Hood Lynch
 Young Adams, J. Wachtmann
 Maag Boose Roegner Beck
 Retherford Perales Sprague

Other Versions of Bill and Associated Reports**HELP - Field Definitions for this Page**

The online versions of legislation provided on this website are not official. Enrolled bills are the final version passed by the Ohio General Assembly and presented to the Governor for signature. The official version of acts signed by the Governor are available from the Secretary of State's Office in the Continental Plaza, 180 East Broad St., Columbus.

As Introduced

**130th General Assembly
 Regular Session
 2013-2014**

H. B. No. 237**Representative Thompson**

Cosponsors: Representatives Becker, Hood, Lynch, Young, Adams, J., Wachtmann, Maag, Boose, Roegner, Beck, Retherford, Perales, Sprague

A BILL

To enact section 3301.078 of the Revised Code with respect to the Common Core Initiative academic standards and the distribution of student information.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF OHIO:

Section 1. That section 3301.078 of the Revised Code be enacted to read as follows:

Sec. 3301.078. (A) Notwithstanding any other provision of law to the contrary, the state board of education shall not adopt, and the department of education shall not implement, the academic content standards for English language arts and mathematics developed by the common core standards initiative. Nor shall the state board use the partnership for assessment of readiness for college and careers (PARCC), or any other assessments related to or based on the common core standards, as any of the assessments required under sections 3301.0710 and 3301.0712 of the Revised Code.

Any actions taken to adopt or implement the common core state standards as of the effective date of this section are void.

(B)(1) The state board of education is the sole authority for adopting academic content standards for the state's public schools and shall adopt academic content standards of its own choosing. No official of this state, whether appointed or elected, shall join on behalf of the state or a state agency any consortium, association, or other entity when such membership would require the state to cede any measure of control over education, including academic content standards and assessments of such standards.

(2) The state board shall provide public notice of any proposed adoption or revision of academic content standards on the department of education's web site. The state board shall request comments on the proposed changes from the general public, including parents, teachers, experts on academic content standards, representatives of political, educational, and faith-based organizations, and nonpartisan policy institutes.

The state board shall not adopt or revise any statewide academic content standards until the state board holds a public hearing in each congressional district in the state. The state board shall post notice of each hearing on the department's web site and in a newspaper of general circulation in the respective congressional district.

(C) No school district or school shall be required to use any statewide academic standards adopted by the state board under section 3301.079 of the Revised Code as a condition for approval to operate or for receiving state funds.

(D) Notwithstanding sections 3301.0714 and 3301.94 of the Revised Code, the superintendent of public instruction, the state board, the department, or any other state entity that deals with education shall not do any of the following:

(1) Expend any funds on construction, enhancement, or expansion of any statewide longitudinal data system designed to track students, or compile personally identifiable student information, beyond what is necessary for basic administrative needs, for academic evaluation of programs and student progress, or for compliance with division (D)(5) of this section;

(2) Share any personally identifiable information of students or teachers with any entity outside the state, except as provided in division (D)(5) of this section. The prohibition of division (D)(2) of this section does not apply to virtual, online, or hard drive file storage hosted by third parties outside of the state.

(3) Share any personally identifiable information of students or teachers with any entity that intends to use that information to develop commercial products or services or that intends to transfer the information to any other entity for use in developing commercial products or services;

(4) Share any personally identifiable information of students or teachers with any entity within the state, unless that entity is an educational agency or an institution which the state expressly prohibits, in writing, the agency or institution from the following:

(a) Using the information to develop commercial products or services or transferring the information to any other entity to develop commercial products or services;

(b) Using the transfer of information for economic or workforce development planning.

(5) Share any personally identifiable information of students or teachers with the United States department of education, unless all

of the following apply:

- (a) The sharing of information is required as a condition of receiving a federal education grant.
- (b) The United States department of education agrees, in writing, to all of the following:
 - (i) To use the information only to evaluate the program or programs funded by the grant;
 - (ii) That the information will not be used for any research beyond that related to the evaluation of the program or programs funded by the grant, unless the teacher or parent or guardian of any student whose information will be used for the research affirmatively consents to that use in writing;
 - (iii) That it will not share the information with any other governmental or private entity, unless the teacher or parent or guardian of any student whose information will be shared affirmatively consents to that sharing in writing;
 - (iv) That it will agree to destroy the information upon completion of the evaluation of the program or programs funded by the grant.
- (c) The grant or program for which the information is required is authorized by federal statute or by federal rule adopted under 5 U.S.C. 500 et seq.
- (E) If the United States department of education requires as a condition of a federal education grant that the grant recipient provide personally identifiable information of students or teachers in a way that does not comply with division (D)(5) of this section, the grant recipient shall provide the teacher or parent or guardian of any student whose information is required with notification that includes all of the following:
 - (1) That the grant recipient has been required to turn over the teacher's or student's information to the United States department of education;
 - (2) That neither the grant recipient nor any other entity or official within the state will have control of the use or further sharing of that information;
 - (3) The contact information, including telephone number and electronic mail address, of the United States department of education official seeking the information.

Please send questions and comments to the [Webmaster](#).
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[Index of Legislative Web Sites](#)

**IN 2014 OHIO WAS GRAPPLING WITH EDUCATION REFORM.
THIS BILL GAVE ME HOPE FOR A CHANGE IN DIRECTION
TOWARD SOMETHING LESS PUNITAVE AND CONTROLLING.**

**IN 2021, THE THOMAS B. FORDHAM INSTITUTE, A PRIVATE
ENTITY, APPEARS TO ACCREDIT/SPONSOR SOME OF OHIO'S
CHARTER SCHOOLS.**

**THOMAS B. FORDHAM IS, AND HAS BEEN, A MAJOR PURVEYOR
OF COMMON CORE BASED EDUCATION REFORM.**

Frequency

The ED Facts Initiative

I am a deep believer in the power of data to drive our decisions. Data gives us the roadmap to reform. It tells us where we are, where we need to go, and who is most at risk.

--Arne Duncan, Secretary of Education

"I do not agree."

--Scott Andrade, Spouse of teacher and father of children

work for
certain
timely,

is, we need common education data standards. The Common Education Data Standards (CEDS) project is a national collaborative effort to develop voluntary, common data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across P-20W institutions and sectors.

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What is ED Facts?

ED Facts is a U. S. Department of Education (ED) initiative to collect, analyze, report on and promote the use of high-quality, kindergarten through grade 12 (K-12) performance data for use in education planning, policymaking, and management and budget decisionmaking to improve outcomes for students. ED Facts centralizes data provided by state education agencies, local education agencies and schools, and provides users with the ability to easily analyze and report on submitted data. This initiative has reduced the reporting burden for state and local data producers, and has streamlined data collection, analysis and reporting functions at the federal, state and local levels.

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CEDS, the
an organ

Physical, and shipping. When this data element is used as part of a transcript, both the provider and recipient(s) of the document can understand the intended parties adhere to the standard.

What are the ED Facts data analysis and reporting tools?

To encourage increased data usage, ED Facts data analysis and reporting licensed users to access, analyze and report on education data in the ED data sources. Two kinds of reporting options are currently available: preformatted and user-defined or ad hoc reports. State education agencies currently have preformatted reports for data they provide to the Department. Department access to preformatted and user-defined reports to provide information to the needs of the secretary of education, senior leadership and administrative offices.

From 3 definitions of "initiative", the first one is: readiness to embark on bold new ventures.

initative	definitions
Readiness	readiness to embark on bold new ventures
First	the first of a series of actions
Project	serving to set in motion

Wolfram Alpha

-Why is another standard being developed from scratch?

How are ED Facts data collected?

States and school districts submit data to ED Facts using one of the following vehicles:

- The EDEN Submission System (ESS) collects a core set of key, K-12 performance data from state education agencies annually.
- An online survey of local education agencies (LEAs) collects data from the Civil Rights Data Collection (CRDC)
- The ED Facts Metadata and Process System (EMAPS) is a tool that collects supplementary metadata and information from state education agencies as needed.

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NOTE: Pages 23 - 26 were submitted for membership consideration at the same School Committee meeting as pages 6 - 21. The following speech will lead you through the pamphlet.

At this meeting I learned:

-Do not quote the Constitution, it eats up time and no one cares.

-You will probably need water at the podium.

-The Salem Public School Committee graciously allowed me to speak beyond three minutes (although you really should try and keep all comments under three minutes if you plan on speaking multiple times).

-Public Speaker's speak at the pleasure of the Chair.

**It took several years to learn how to condense
raw frustration into three minute segments.**

Four more suggested considerations:

-Make sure you are complaining to the right public body.

-Do not address an email until you have completed it's content.

-Take out all personal references/attacks. Focus on policy, never personality.

-Edit and re-edit.

Early childhood educators did not create the Common Core Standards. They were created by professors, politicians and businessmen.

Common Core is unconstitutional according to the 10th Amendment which states:

“The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”

The constitution makes no mention of education therefore it is a State responsibility.

In my opinion, Common Core violates the intention of United States code of Federal regulations 1232a which states:

“No provision of any applicable program shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system.

The language game being played by the Federal Government and The Massachusetts Department of Education is criminal.

Page one of my handout is culled from two sources. The Federal Department of Education’s website clearly states “The Department does not develop or implement testing to measure whether states are meeting their education standards.” PARCC was established in 2010 with a \$186 million federal grant that funds the development of the assessments. I guess if you fund it...technically, you’re not developing it. I guess if you invite states to take part in a competition where they have to embrace a common set of standards and implement a variety of other suggestions/recommendations... you are not technically implementing them.

Is that really the game we want to play with educating our children?

A duplicate copy of this speech will be attached to the end of this collection (additional PULL-OUT SHIS). They will help guide you through pages 6 to 21.

The PARCC Consortium, originally consisting of 26 states is down to 15 on it's published website. Of those 15, more are now publicly stating they will drop out and I believe at least four have chosen not to participate in the 2014-2015 year tests. I have heard the current count at only nine states still participating.

A New Mexico court has placed Pearson's contract with PARCC on hold while it looks into allegations of unfair contracting processes. I will not even get into Pearson today.

Massachusetts is consistently one of, if not number one, the top performing states in the country year after year. Why are we lowering our standards?

The Federal Race to the Top program specified states were to adopt "internationally benchmarked" standards in order to qualify for a cash reward from U.S. Secretary of Education Arne Duncan. The Press release was titled "President Obama, U.S. Secretary of Education Duncan announce national competition to advance school reform". I have enclosed a portion of that release in your packets.

How can we now be aligning PARCC tests to a "Common Core" set of Standard that have not been "internationally benchmarked? The official Common Core website states simply that the Common Core Standards were informed internationally. I will say that again...informed, not benchmarked. I have enclosed a copy of that document as well.

Jason Zimba, a lead writer of the Standards stated about the standards:

"I think it's a fair critique that it's a minimal definition of college readiness... but not for the colleges most parents aspire to... Not only not for STEM, it's also not for selective colleges."

I ask again...why are we lowering our standards?

The PARCC test promises valuable feedback to inform teachers, principals and administrators of any and all areas that need improvement. I say to you...teachers already do that.

What teachers and students need are able bodies in their classroom. PARCC does not provide these bodies. PARCC sucks funds from already cash strapped towns and cities across the consortium. That is why PARCC is failing. It does nothing to help solve a schools problems. If the PARCC results come back stating 6 readers are dangerously low...who is going to be there to pick them up? We need Math Specialists and Reading Specialists to support the teachers in the classrooms.

Our schools run out of paper at the end of the year. Our schools have children whose parents are in jail. Our schools have students with no educational support once they leave the class at the end of a school day. Our schools have parents who swear at Crossing guards. Our schools have medicated students coming to school without having taken their medication. How can you tie teacher performance evaluations to these test scores?

By allowing PARCC to be implemented in Salem you are saying that these things don't matter, our priority is data.

Data does not put food in a hungry child's mouth or a safe roof over a homeless child's head. PARCC assessments are not the answer, they just add another layer of talking heads over the others.

What School Committees across this state need to do is stop taking orders from our current "leadership", and I use the term very loosely, in the Department of Education. Instead of blaming teachers start helping them.

Thomas Weber, Mitchell Chester, and Richard M. Freeland, our three Massachusetts comissioners recently endorsed "A seamless education system that begins at birth and links across all sectors is necessary to ensuring that our children achieve at high levels and succeed throughout their education and careers". I have included the press release in your packets. If you flip that sheet over you will see an accompanying press release from the Federal DOE that came out half a year prior. It explains how this system will work in tandem with the U.S. Department of Health and Human Services. There is one other sheet in there as well about the Race to the Top Early Learning Challenge. Line them all up next to each

other and find the information that doesn't sync up. It's like one of those games on a kids menu only...it's not a game.

Please tell me how many data repositories will hold my child's birth through whenever information. I would like you to tell me who has access to my child's information. Can you tell me what "supplementary metadata and information from state education agencies" is? What role does Pearson play in Data storage? I found an app online today and I was going to talk about it...but I also received this about an hour ago and I am willing to bet none of you have seen it.

And I am willing to bet that is because none of our three Massachusetts Department of Education officials ever wanted you to see it. I hold in my hands who our data is actually being sent to. Please tell me why the Massachusetts Association of School Committees had to submit a freedom of information request to find out who student information is being licensed to?

CHAPTER 05

HERE WE EXAMINE THE TWO YEAR TEST DRIVE OF A PROGRAM MANY MUNICIPALITIES ACROSS THE UNITED STATES HAD PREVIOUSLY AGREED TO FULLY IMPLEMENT (2010) IN ORDER TO RECIEVE FEDERAL MONEY.

TIPS FOR GENERAL REFERENCE:

- TAKE THE TIME TO OUTLINE YOUR THOUGHTS AND SPEAK WITH PURPOSE FOR THREE MINUTES OR LESS.
- YOUR TOWN/CITY ARCHIVES ALL COMMITTEE MEETING AGENDAS AND MINUTES ON PAPER. KNOW THE WEBSITE, YOU MAY FIND VIDEO.
- LEARN HOW TO NAVIGATE YOUR STATE EDUCATION DEPARTMENT'S WEBSITE AS WELL. IN 2021, MOST STATE LEVEL AUTHORITIES ARCHIVE VIDEO RECORDINGS OF THEIR MEETINGS.
- SOME ISSUES YOU MAY ENCOUNTER ARE STATE/FEDERALLY MANDATED.
- TOWN SUPERINTENDENTS CAN DO A LOT UNILATERALLY. IF THEY CHOOSE.


NOTE: The following pages were submitted to the Salem Public School Committee shortly after the Chapter 04 handout. Start local. Learn the room and it's rules for participation.

I misplaced the public comment portion of this submission.

COMMON CORE is NOT INEVITABLE

Almost One Half of Americans Haven't Heard of Common Core

Filed in [Common Core State Standards](#) by [Shane Vander Hart](#) on June 19, 2014 • [0 Comments](#)

 MSNBC/Wall Street Journal released a poll that shows almost one-half of Americans have not heard of the Common Core State Standards. The poll was conducted between June 11-15 of 1000 adults. The margin of error is 3.1%

Breaking News: R.I. House of Representatives Passes 3-Year Ban on High-Stakes Graduation Test

By dianeravitch
June 20, 2014 //

In a big victory for the Providence Student Union, the Rhode Island House of Representatives overwhelmingly passed a three-year moratorium on the use of a high-stakes graduation test. The vote was 63-3. A similar bill was passed earlier by the State Senate. The legislation now goes to Governor Lincoln Chafee.

Mississippi Gov. Phil Bryant: Common Core Is a Failed Program

Filed in [Common Core State Standards](#), [Education at State Level](#) by [Shane Vander Hart](#) on June 20, 2014 • [0 Comments](#)

Louisiana Gov. Bobby Jindal may have got the ball rolling with Republican governors.

According to *The Clarion Ledger*, Mississippi Governor Phil Bryant is expressing dissatisfaction with the Common Core State Standards in his state. Watch their interview with Governor Bryant below.

Louisiana Gov. Jindal Drops PARCC and Common Core

Filed in [Common Core State Standards](#), [Education at State Level](#) by [Shane Vander Hart](#) on June 18, 2014 • [1 Comment](#)

Louisiana Governor Bobby Jindal just announced that the state is withdrawing from PARCC and charged the Louisiana Board of Elementary and Secondary with writing new Louisiana standards.

ALREADY
SELECTED

MCAS
FOR
2014-2015

Norfolk
Tantasqua
Peabody
Cambridge
Uxbridge
Amherst Regional
Lynnfield
Hampden-Wilbraham
Grafton
Quincy
Hampshire Regional
Frontier Regional
Hingham
Northampton
Framingham
Fall River
Harvard
Wilmington

September 15, 2013 - Bill Fitzgerald
Pearson, PARCC, Smarter Balanced, and the Money Exchange

On January 31, 2012, Pearson announced a contract from Smarter Balanced and PARCC to develop a "Technology Readiness Tool":

The SMARTER Balanced Assessment Consortium and the Partnership for Assessment of Readiness for College and Careers (PARCC) today announced they have awarded a contract to Pearson to develop a new Technology Readiness Tool to support states as they transition to next-generation assessments.

According to Pearson's press release, this tool is open source:

This new open source tool, with the assistance of the State Educational Technology Directors Association (SETDA), will support state education agencies as they work with local education agencies to evaluate and determine needed technology and infrastructure upgrades for the new online assessments to be launched by the two consortia in the 2014-15 school year.

And, this contract was paid for out of Race to the Top money initially awarded to Smarter Balanced and PARCC:

SMARTER Balanced and PARCC both received grants from the federal Race to the Top Assessment Program to work with states to create next-generation, comprehensive assessment systems. The development of the Technology Readiness Tool is one component of their initiatives to establish infrastructure and content for common online assessments. Intended to launch in spring 2012, the tool will be developed using open source technology, allowing the consortia free access to the source code.

If I understand this correctly, the consortia paid Pearson to develop a diagnostic tool using open source code so that the consortia could have access to the source code that they were paying Pearson to develop?

As the dust settles, it looks like Smarter Balanced and PARCC - two consortia who won grants to develop tests aligned to the Common Core - handed over federal funds to Pearson - who is also developing assessments and services aligned to the Common Core. This is what corporate welfare looks like.

Where We are on the 2-Year PARCC "Test Drive"

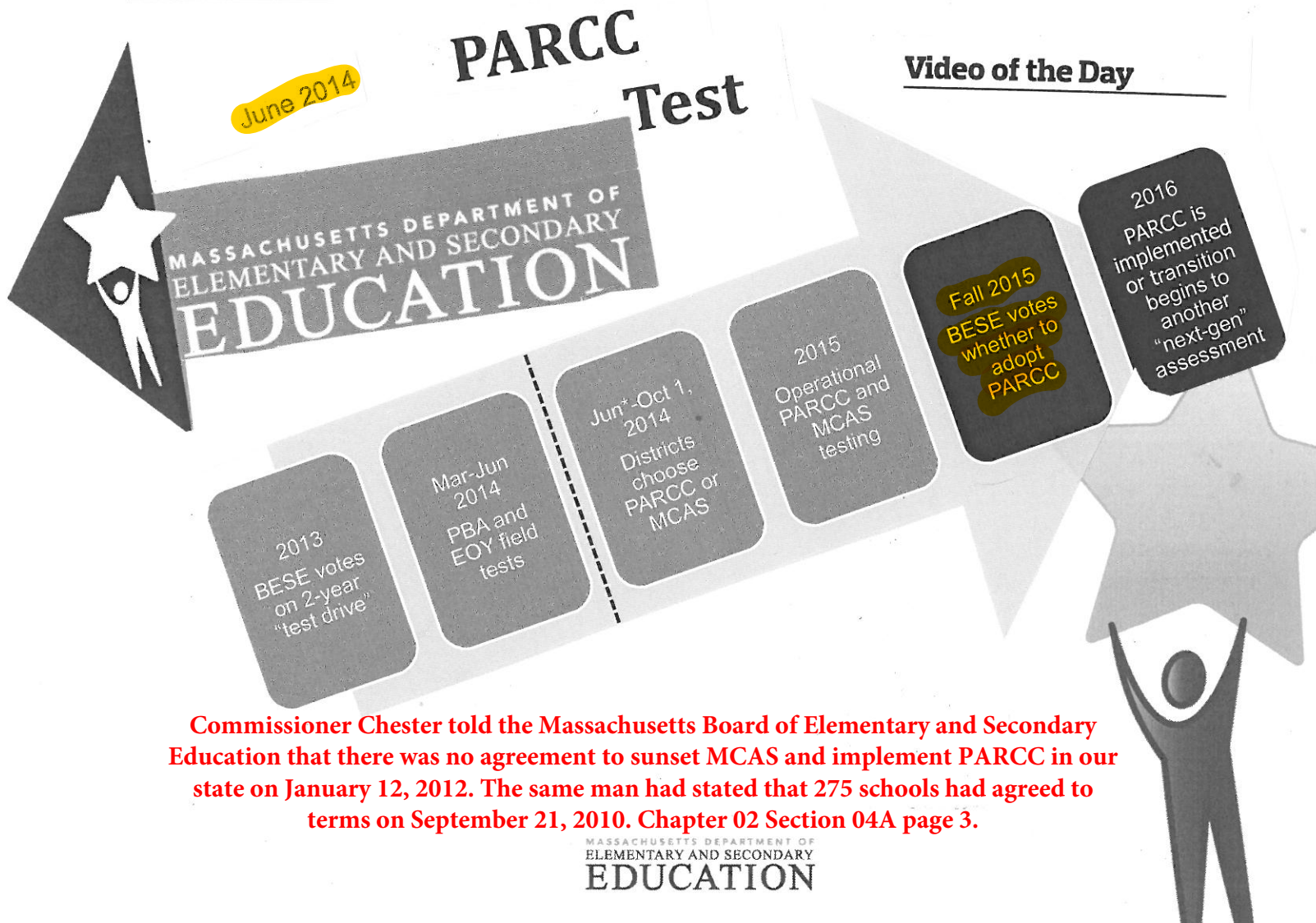
Next year (2014-15) in Year 2 of the tryout, districts in Massachusetts will have the choice to administer either PARCC or MCAS (with the exception that all high school students through at least the class of 2018 must continue to pass the grade 10 / high school MCAS tests in ELA, Mathematics, and Science and Technology/Engineering to satisfy the state graduation requirement).

(http://www.masslive.com/)
**Education Secretary Matthew Malone says state is
"not sold" on PARCC assessment tests to replace
MCAS and any decision is at least 2 years away**



Print (http://blog.masslive.com/breakingnews/print.html?entry=/2014/01/secretary_malone.html)
(<http://connect.masslive.com/user/JimRussell1/index.html>) By Jim Russell | Special to The
Republican (<http://connect.masslive.com/user/JimRussell1/posts.html>)

on January 31, 2014 at 2:59 PM



Commissioner Chester told the Massachusetts Board of Elementary and Secondary Education that there was no agreement to sunset MCAS and implement PARCC in our state on January 12, 2012. The same man had stated that 275 schools had agreed to terms on September 21, 2010. Chapter 02 Section 04A page 3.

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

PARCC Field Test Update

- ☐ Most schools in Massachusetts will participate
 - ☐ Approx. 81,000 students in 1,050 schools in 345 districts
- ☐ March 24 to April 11: Performance-Based Assessment window completed
 - ☐ Approx. 41,000 students tested online
 - ☐ Approx. 17,000 students tested with pencil and paper
- ☐ May 5 to June 6: End-of-Year Assessment window
 - ☐ Approx. 33,500 students tested online
 - ☐ Approx. 14,500 students tested with pencil and paper



Below is a proper statistic.

Almost half of students (46%) reported a technology problem during the math test, compared to 31% in ELA



Below are several more statistics from the same publication. They have been reprinted in a different graphical layout. It seemed easier to process these statistics when read in a more "sentence like" structure.

29% said **none** of the students in their class needed additional time

44% said less than 1/3rd needed additional time

28% said about half to the majority needed the additional time

NOTE: In their initial DESE slide presentation, these statistics were broken up into odd segments and stacked vertically.



2015
PARCC
MCAS
CHOICE

Training and Decision Timeline for Superintendents, 2014-2015

2014	May	<input type="checkbox"/> Early May: First of weekly conference calls to give districts information about choice <input type="checkbox"/> May 19: M.A.S.S. Drive-in Conference and release of PARCC/MCAS choice tool
	June 30	<input type="checkbox"/> CHOICE 1st Deadline: Districts interested in choice 'guarantee' submit decision (PARCC or MCAS for grades 3-8) for spring 2015*
	July	<input type="checkbox"/> One-day workshop for districts administering PARCC online in 2015
	October	<input type="checkbox"/> October 1: CHOICE Final Day: Districts submit decision (PARCC or MCAS) for spring 2015, pending availability <input type="checkbox"/> October 31: Final decision for PARCC online or paper test administration
2015	Winter	<input type="checkbox"/> PARCC and MCAS trainings <input type="checkbox"/> Data uploads for online PARCC testing
	Spring	<input type="checkbox"/> PARCC and MCAS test administrations (see dates below)

Commissioner's Weekly Update- Massachusetts Department of Eleme...

 **Mass.gov**
Massachusetts Department of
Elementary & Secondary Education

State Offices · State A-Z Topics

News **School/District Profiles** **School/District Administration** **Education Services** **Assessment/Accountability** **Family & Community**
Administration Finance/Grants PK-16 Program Support Information Services

Commissioner's Weekly Update - June 13, 2014



Mitchell D. Chester
Commissioner of
Elementary and Secondary
Education

PARCC / MCAS Choice in 2015:

As part of the state's two-year "test drive" of the Partnership for Assessment of Readiness for College and Careers (PARCC), school districts and charter schools will have the choice whether to administer PARCC or MCAS to students in spring 2015. The exception is at grade 10, where all students will continue to take the MCAS tests. We recognize that not all districts will reach a decision by June 30, the first of two deadlines to communicate a choice to the Department. However, a district's decision needs to be final when it is conveyed to the Department. In other words, a district may not indicate a choice of test to the Department by June 30 and then change its mind at a later point prior to the second deadline of October 1.

In light of any confusion that may have arisen around the binding nature of the decision, we will afford any district that has already submitted its choice to change that selection, if it wishes to do so, up to but not beyond June 30, 2014. Accurate and complete counts of districts choosing MCAS or PARCC are essential to the Department's planning and budgetary decisions for next year's assessment program. For more information, please consult the FAQs located at <http://www.doe.mass.edu/news/news.aspx?id=10295>.

Commissioner's School Visits:

On Tuesday, the Commissioner visited Marlborough High School to attend the 3rd annual STEM Expo.

Department of
Elementary
and Secondary
Education

- > Student Assessment Home
- > MCAS
- > MCAS Alternate Assessment
- > Performance Appeals
- > ACCESS for ELLs
- > MEPA
- > PARCC
- > C.O.P./VTCTS
- > NAEP
- > TIMSS
- > PISA
- > Growth Model
- > Other Resources
- > Parent/Guardian Information

Massachusetts Comprehensive Assessment System

FAQs on the Decision to Administer PARCC or MCAS for 2015

Dear Superintendents:

This email is to share with you answers to frequently asked questions that may help you in your decision-making for registering your district's spring 2015 assessment decision.

Q. What is the timeline for decision-making, and what choice can I register at each stage?

A. See the decisions that are possible during the different periods in the table below:

Early Decision Period (Ends June 30 at 12:00 p.m.)	Decision Period, Pending Availability of Funding (Ends October 1 at 12:00 p.m.)
<ul style="list-style-type: none"> Whether to administer MCAS or PARCC for grades 3–8 (<i>The choice will be guaranteed.</i>) Whether or not to administer PARCC tests for grades 9 and 11, if funding is available Whether to administer computer-based or paper-based tests, if PARCC is chosen 	<ul style="list-style-type: none"> Whether to administer MCAS or PARCC for grades 3–8, <i>if a decision was not registered by June 30</i> Whether or not to administer PARCC tests for grades 9 and 11, if funding is available Whether to administer computer-based or paper-based tests, if PARCC is chosen

The High School PARCC/MCAS hybrid tests referred to here are still being implemented in 2021.

Covid-19 held this process up in 2020, but there is a new Science 9th Grade PARCC/MCAS requirement.

Q. What happens if my district does not register its decision by October 1?

A. The Department will assign your district to take MCAS.

There are formative assessments given multiple times per year to public school students.

Q. My district is planning to register its decision by the early decision deadline of June 30. Can this decision be changed between June 30 and October 1? PARCC and Common Core continue quietly.

A. Decisions made by June 30 are binding. Districts can still reconsider decisions about the **mode of administration** (computer-based tests [CBT] or paper-based tests [PBT]) between June 30 and October 1.

Q. For grades 3–8, can my district choose to administer PARCC in one of my schools and MCAS in the others? Can my district choose to administer PARCC in one grade only?

A. No. The decision to administer MCAS or PARCC tests in grades 3–8 is made on a district-wide basis – not by school or by grade. (Exceptions include Boston, Springfield, Worcester, a small number of Level 4 and 5 schools, and charter schools, who have been informed separately about their decision-making process.) Information for out-placed students whose tuition is paid at public expense is forthcoming.

Q. For grades 3–8, can my district choose PARCC CBT in one grade and PBT in another grade in one of my schools?

A. No. The decision to administer PARCC CBT or PBT must be made on a school-wide basis. Districts can choose, though, to administer PARCC CBT in some schools and PBT in other schools.

Q. Can my district choose to administer PARCC in grades 9 and 11, even if my district chooses MCAS in grades 3–8?

A. Yes. The decision to administer the tests in grades 9 and 11 is separate from the decision to administer tests for grades 3–8.

Q. Can my district choose to administer PARCC in only one of the high school grades (9 or 11) or subjects (ELA or Math)?

A. Yes, the decision can be made on a class by class basis for grades 9 and 11 in 2015 (separate decision for each grade, and for each subject area). Remember that grade 10 students must take MCAS, regardless of whether or not the district chooses to administer PARCC tests in grades 9 and/or 11.

Q. If my district chooses to administer PARCC, how will we test a student who needs an alternate assessment?

A. Regardless of the district's assessment decision (MCAS or PARCC), the student will participate in the MCAS Alternate Assessment in 2015.

We hope this information is helpful. For more information about the assessment choice, slides from May conference calls and other materials are available at <http://www.doe.mass.edu/parcc/>. If you have any questions, please feel free to contact us at 781-338-3625 or PARCC@doe.mass.edu.

Thank you,
The DESE PARCC Team

Cc: District Education Technology Directors, and District Test Coordinators

Last Updated: June 11, 2014

From Oklahoma to Louisiana: Why states are dropping Common Core

By Kyle Olson

Published June 21, 2014

FoxNews.com

In Oklahoma, after signing the bill, Fallin said, "Common Core was created with that well-intentioned goal in mind. ... It was originally designed as a state-led – not federal – initiative that each state could choose to voluntarily adopt.

"Unfortunately, federal overreach has tainted Common Core. President Obama and Washington bureaucrats have usurped Common Core in an attempt to influence state education standards. The results are predictable. What should have been a bipartisan policy is now widely regarded as the president's plan to establish federal control of curricula, testing and teaching strategies."

In the same week, South Carolina Gov. Nikki Haley signed a bill to repeal Common Core and require the state to design its own standards for the 2015-2016 school year.

Indiana has repealed Common Core, too, though the replacement standards are largely seen as a disappointment because they virtually mirror the national standards.

Legislation is also making its way through the North Carolina legislature that would repeal Common Core there, as well.

Fallin's analysis of the situation is poignant and causes one to wonder why other states aren't responding as her state did, unless they're so hooked on federal money or so fearful of (or comfortable with) their Washington overlords that they wouldn't dare raise a hackle.

When the final analysis of the Common Core debacle is done, it will likely be concluded states shouldn't adopt substantial policy changes willy-nilly, all in the name of attracting federal cash. Because it always ends precisely how Fallin describes it.

CHAPTER 06

THIS CHAPTER PRESENTS SOME OF THE PEOPLE WHO ARE HELPING TO MOVE US INTO THE NEXT-GENERATION OF EDUCATION.

FINAL OBSERVATIONS:

NOTHING GOOD IN MASSACHUSETTS EDUCATION POLICY HAS SURFACED SINCE THE RE-CONSTITUTION OF THE MASSACHUSETTS EXECUTIVE OFFICE OF EDUCATION (2008). IT NEEDS TO GO.

I AM NOT FULLY AWARE OF THE PREVIOUS ITERATION OF THIS BODY BECAUSE IT NEVER PERTAINED DIRECTLY TO MY "TESTING" OBJECTION. THIS CURRENT VERSION OF THE EXECUTIVE OFFICE REALLY GETS MOVING IN 2010 WITH RACE TO THE TOP FUNDING.

TO ME, 2008 THROUGH 2021 REPRESENT A 14 YEAR LOSS OF LOCAL CONTROL.

ARNE DUNCAN'S RACE TO THE TOP DIRECTOR OPENLY AND PROUDLY ADMITS TO COERCING POLICY IMPLEMENTATION IN "COMPETING PRINCIPLES."

ON MARCH 5, 2021 THE MASSACHUSETTS BOARD OF ELEMENTARY AND SECONDARY EDUCATION VOTED TO GIVE THE STATE EDUCATION COMMISSIONER EMERGENCY POWERS. ONE UNELECTED PERSON WAS GIVEN THE POWER TO FORCE A TOWN/CITY TO RE-OPEN IT'S SCHOOLS FULL TIME, IN SPITE OF POSSIBLE OBJECTION FROM SAID TOWN/CITY'S BOARD OF HEALTH, WHEN 8 OTHER UNELECTED INDIVIDUALS (8 OF 10) SAID NO PROBLEM. 8-3 WAS THE FINAL VOTE COUNT.* *OUR MASSACHUSETTS STUDENT REPRESENTATIVE IS ELECTED.*

THE EXECUTIVE BRANCH GAVE ITSELF POWER OVER TOWNS AND CITIES BY CHANGING REGULATIONS AND THAT SEEMS TO BE OK WITH THE MASSACHUSETTS STATE LEGISLATURE.

CONCLUSION:

ATTEND A STATE LEVEL EDUCATION BOARD MEETING AND A CHARTER SCHOOL BOARD/TRUSTEE MEETING. KNOW THOSE ROOMS AS WELL.

ATTEND A STATE EDUCATIONAL COMMITTEE LEGISLATIVE HEARING.

YOU ABSOLUTELY MUST KNOW WHAT IS GOING ON AROUND YOU IN 2021.

IT IS SIMPLY TOO DANGEROUS NOT TO.

*There is a labor representative on the Board in 2021. This member is not a professional teacher's union representative.

NOTE: The following pages were submitted to the Salem Public School Committee shortly after Chapter 05.

I misplaced the public comment portion of this submission as well.

State Denies Protest Of Common Core



Print (http://blog.masslive.com/breakingnews/print.html?entry=/2014/01/secretary_malone.html)
(<http://connect.masslive.com/user/JimRussell1/index.html>) By Jim Russell | Special to The
Republican (<http://connect.masslive.com/user/JimRussell1/posts.html>)

**Education Secretary Matthew Malone says
any decision is at least 2 years away**

**state is "not sold" on PARCC assessment tests
to replace MCAS**

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Where We are on the 2-Year PARCC "Test Drive"

Next year (2014-15) in Year 2 of the tryout, districts in Massachusetts will have the choice to administer either PARCC or MCAS (with the exception that all high school students through at least the class of 2018 must continue to pass the grade 10 / high school MCAS tests in ELA, Mathematics, and Science and Technology/Engineering to satisfy the state graduation requirement).

2013
BESE votes
on 2-year
"test drive"

Mar-Jun
2014
PBA and
EOY field
tests

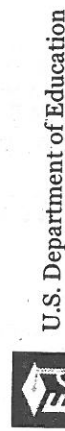
Jun-Oct 1
2014
Districts
choose
PARCC or
MCAS

2015
Operational
PARCC and
MCAS
testing

Fall 2015
BESE votes
whether to
adopt
PARCC

2016
PARCC is
implemented
or transition
begins to
another
"next-gen"
assessment

Student Achievement Partners was founded by David Coleman, Susan Pimentel and Jason Zimba, lead writers of the Common Core State Standards. We are a non-profit organization with one purpose: to help all students and teachers see their hard work lead to greater student achievement.



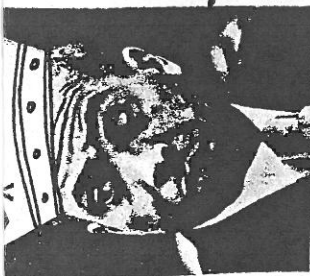
No Child Left Behind, the 2002 federal education law crafted by George W. Bush, required states to adopt math and reading tests for students annually in grades 3 through 8 against those for

The law also stipulated that all students must be proficient in math by 2014, or their schools would face severe penalties. But Congress left it to each state to choose its own standard definition of "proficient."



WASHINGTON - March 2, 2009 - Achieve today announced the appointment of Massachusetts Governor Deval Patrick as the first governor to be appointed exclusively by governors and top business leaders that is responsible for guiding Achieve in its mission to improve high school preparedness for postsecondary success.



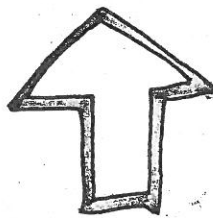


Governor Deval Patrick

Secretaries of Education



Paul Reville



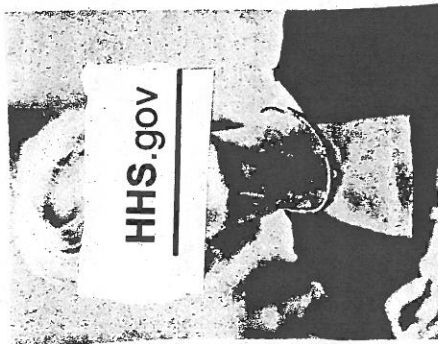
Matthew Malone

Board Chairman Calls for Creation of a 21st Century Skills Task Force

"Americans increasingly recognize that the U.S. education system can and should do more to prepare our young people to succeed in the rapidly evolving 21st century. Skills such as global literacy, problem solving, innovation and creativity have become critical in today's increasingly interconnected workforce and society." — The Partnership for 21st Century Skills

Last Updated: May 1, 2008

U.S. Department of Health & Human Services



Early Education



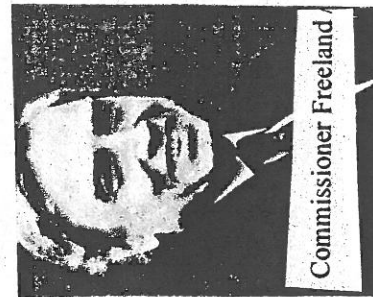
Thomas Weber

Mass. Dept. of
Massachusetts Department of
Elementary & Secondary Education



Mitchell Chester

HIGHER ED



Commissioner Freeland

For Immediate Release

Friday, May 16, 2014

Contact: Kathleen Hart (EEC) 617-988-7819

Massachusetts' Three Education Commissioners Endorse Birth-to-Grade Three Strategies for College and Career Success

include strategies to enhance early learning standards, develop a birth through grade 3 assessment system, improve educator effectiveness, and provide comprehensive support to children and families.

the new agenda will

ON — Monday January 14, 2013 — Governor Deval Patrick today officially swore in Matthew H. Malone, Ph.D. as Secretary of the Executive Office of Education.

by President
standards, and
benchmarks.

reading and
such as closure.
tests and

its Board of Directors, a group
ensure that all U.S. students graduate



Myth: These standards amount to a national curriculum for our schools.

Fact: The Common Core is not a curriculum. It is a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents, and others will decide how the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms.

<http://www.corestandards.org/about-the-standards/myths-vs-facts/>

PARCC Inc.



Aug 25, 2014

PARCC CEO ADMITS GOAL OF TEST TO CONTROL CURRICULUM

BATON ROUGE - On Friday, the federally funded Partnership for Assessment of Readiness for College and Careers (PARCC) issued a press release where the Chief Executive Officer of PARCC Laura Slover revealed the true goals of the federally funded PARCC assessment - to control curriculum.

Chief Executive Officer of PARCC Laura Slover said, "High quality assessments go hand-in-hand with high quality instruction based, on high quality standards. You cannot have one without the other. The PARCC states see quality assessments as a part of instruction, not a break from instruction."

The proponents of Common Core and PARCC continue to insist that tests and standards are not about curriculum, but that's a ruse. Teachers already know that what is tested at the end of the year is what is taught in classrooms throughout the year. PARCC may not mandate one textbook or one pacing guide, but the CEO of the federally funded PARCC has admitted one thing: PARCC controls instruction and instruction is curriculum.

Achieve Names Laura Slover Senior Vice President, PARCC



WASHINGTON - November 2, 2010 - Achieve is pleased to announce that Laura Slover has been named Senior Vice President, PARCC and that Dr. Stephen Pruitt will serve as Achieve's Vice President, Content, Research and Development.

Ms. Slover has worked at Achieve since 1998, most recently serving as the Vice President for Content & Policy Research, where she led Achieve's efforts on the development of Common Core State Standards. In her new role, she will provide critical leadership of a new unit at Achieve that is tasked with supporting the design, development and implementation of the assessment system developed by the Partnership for the Assessment of Readiness for College and Careers (PARCC), a consortium of 26 states that received a Race to the Top assessment award. Achieve serves as the PARCC consortium project manager.

BREAKING FEDERAL LAWS?

Posted in Concerns

Common Core as currently implemented directly violates or comes to the very edge of the line of these three federal laws. Particularly the last one below is in process of being violated as states are required to incur costs of this implementation that are not funded by the federal government (AKA taxpayer money).

From the General Education Provisions Act (20 USC § 1232a)

“No provision of any applicable program shall be construed to authorize any department, agency, officer, or employee of the United States to exercise **any** direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, or over the selection of library resources, textbooks, or other printed or published instructional materials by any educational institution or school system, or to require the assignment or transportation of students or teachers in order to overcome racial imbalance.”

From the Department of Education Organization Act (20 USC § 3403(b))

“No provision of a program administered by the Secretary or by any other officer of the Department shall be construed to authorize the Secretary or any such officer to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, over any accrediting agency or association, or over the selection or content of library resources, textbooks, or other instructional materials by any educational institution or school system, except to the extent authorized by law.”

From the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001 (20 USC 7907(a))

“Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school’s curriculum, program of instruction, or allocation of State and local resources, or mandate a State or any subdivision thereof to **spend any funds or incur any costs not paid for under this Act.**”

5

Testing Firm Faces Inquiry on Free Trips for Officials

By WINNIE HU
Published December 21, 2011

New York State's attorney general is investigating whether the Pearson Foundation, the nonprofit arm of one of the nation's largest educational publishers, acted improperly to influence state education officials by paying for overseas trips and other perks.

Related

On Education: Free Trips Raise Issues for Officials in Education (October 10, 2011)

The office of the attorney general, Eric T. Schneiderman, issued subpoenas this week to the foundation and to Pearson Education seeking documents and information related to their activities with state education officials, including at least four education conferences — in London, Helsinki, Singapore and Rio de Janeiro — since 2008, according to people familiar with the investigation.

At issue is whether the activities of the tax-exempt Pearson Foundation, which is prohibited by state law from engaging in undisclosed lobbying, were used to benefit Pearson Education, a for-profit company, according to these people. Pearson sells standardized tests, packaged curriculums and Prentice Hall textbooks.

Specifically, the attorney general's investigation is looking at whether foundation employees improperly sought to influence state officials or procurement processes to obtain lucrative state contracts, and whether the employees failed to disclose lobbying activities in annual filings with the attorney general's office. The inquiry follows two columns about the conferences by Michael Winierip in The New York Times this fall.

If there is evidence that the foundation engaged in substantial lobbying and failed to disclose it, it could face fines and lose its tax-exempt status under state and federal laws. No subpoenas were issued to state education officials, the people with knowledge of the matter said.

In a statement Wednesday, a Pearson Education spokeswoman said, "As a matter of policy, Pearson does not comment on government inquiries or potential legal proceedings." A spokesman said the foundation "does not currently have a comment" about the inquiry, and added, "nor is it our practice to offer comment on legal proceedings or government inquiries."

In New York, Pearson Education most recently won a five-year, \$32 million contract to administer state tests, and it maintains a \$1 million contract for testing services with the State Education Department, according to state records. The last contract was awarded after David M. Steiner, then the state education commissioner, attended a conference in London in June 2010 that was organized by the Council of Chief State School Officers and underwritten by the Pearson Foundation.

Dr. Steiner, currently a dean and professor at Hunter College, said on Wednesday that his trip had been cleared by an ethics officer at the Education Department. "I am sure that there was no sales pitch," he said, adding that "given the many attendees and presentations, I cannot be sure that there was nobody speaking at some point in the conference who was from Pearson rather than the Pearson Foundation or other organizations."

But Dr. Steiner said "there is zero link" between his trip and the state's subsequent contract with Pearson. He said that he had no direct involvement in the decision to select Pearson and that his role was to report the recommendation to hire Pearson, made by the department's staff, to the Board of Regents. "I followed exactly our rules and protocols," he said. "I still believe it was a useful and informative and professional activity that had been properly cleared."

Tom Dunn, a spokesman for the Education Department, said that state officials selected Pearson after a competitive bidding process in which the department's staff members scored and ranked each bid. He added that the attorney general and the state comptroller both reviewed and approved the contract.

"Our contracting process is always followed to the letter," he said, "and the Pearson contract was no exception."

But some advocates for students and academics said Wednesday that the investigation was long overdue.

"Despite a history of scoring errors, contract manipulation and corporate misbehavior, there's been almost no public oversight of companies such as Pearson," said Bob Schaeffer, a spokesman for FairTest, an advocacy group opposed to standardized testing. "It's great that New York's attorney general has now decided to examine the examiners and begin holding them accountable."

A version of this article appears in print on December 22, 2011, on page A29 of the New York edition with the headline: Testing Firm Faces Inquiry On Free Trips For Officials.

Get Free E-mail Alerts on These Topics

Pearson Foundation

Education Department (NYS)

Pearson PLC

Steiner, David M

New York State Attorney General Reaches Settlement Agreement With the Pearson Charitable Foundation and Pearson, Inc.

December 13, 2013

The New York State Attorney General has reached a settlement agreement with the Pearson Charitable Foundation and Pearson, Inc., concluding his office's investigation into the Foundation's governance, administration, and relationship with Pearson. We cooperated fully with the investigation.

Pearson and the Foundation maintain we have always acted with the best intentions and complied with the law. However, we recognize there were times when the governance of the Foundation and its relationship with Pearson could have been clearer and more transparent. Over the past two years, the Foundation has taken several steps to strengthen its governance, beginning with the addition of independent directors to the board and the adoption of stronger operational systems. Under the settlement, these efforts will be further enhanced by the creation of a three-person audit committee.

The Foundation will also pay \$7.5 million into a fund managed by the Attorney General that will support the work of 100Kin10, an organization committed to placing 100,000 science and math teachers into U.S. schools in the next ten years. The work of 100Kin10 aligns with the charitable mission of the Foundation—supporting non-profits working to expand access to great teaching and learning in the United States and around the world.

About the Pearson Foundation

The Pearson Foundation is an independent 501(c)(3) nonprofit organization that aims to make a difference by promoting literacy, learning and great teaching. The Pearson Foundation collaborates with leading businesses, nonprofits and education experts to share good practice; foster innovation; and find workable solutions to the educational disadvantages facing young people and adults across the globe. More information on the Pearson Foundation can be found at www.pearsonfoundation.org.

Contact

Pearson Foundation

Marty Machowsky
marty.machowsky@widmeyer.com
202-297-4230

Pearson

Susan Aspey
susan.aspey@pearson.com
347-421-2473

see if you can find information about this settlement online. I had copies.
see Chapter 02 Section 02 A about the Pearson Foundation settlement.

Educational Publisher's Charity, Accused of Seeking Profits, Will Pay Millions - NYTimes.com <http://mobile.nytimes.com/2013/12/13/nyregion/educational-publishers-charity-accused-of-...>

N.Y. / Region

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Educational Publisher's Charity, Accused of Seeking Profits, Will Pay Millions

By JAVIER C. HERNÁNDEZ
DECEMBER 12, 2013

The Pearson Foundation, the charitable arm of one of the nation's largest educational publishers, will pay \$7.7 million to settle accusations that it repeatedly broke New York State law by assisting in for-profit ventures.

An inquiry by Eric T. Schneiderman, the New York State attorney general, found that the foundation had helped develop products for its corporate parent, including course materials and software. The investigation also showed that the foundation had helped woo clients to Pearson's business side by paying their way to education conferences that were attended by its employees.

"The fact is that Pearson is a for-profit corporation, and they are prohibited by law from using charitable funds to promote and develop for-profit products," Mr. Schneiderman said in a statement. "I'm pleased that this settlement will direct millions of dollars back to where they belong."

Officials at Pearson and the foundation defended their work.

The inquiry by the attorney general focused on Pearson's attempts to develop a suite of products around the Common Core, a new and more rigorous set of academic standards that has been adopted by 45 states and the District of Columbia.

Around 2010, Pearson began financing an effort through its foundation to develop courses based on the Common Core. The attorney general's report said Pearson had hoped to use its charity to win endorsements and donations from a "prominent foundation." That group appears to be the Bill and Melinda Gates Foundation.



From Oklahoma to Louisiana: Why states are dropping Common Core

By Kyle Olson

Published June 21, 2014

FoxNews.com



GOVERNOR FALLIN'S

Printed from the NGA Website.

2013-2014 INITIATIVE

Governors are uniquely positioned to foster stronger connections between education and the workforce because within states, they are the sole individual who has responsibility for both public education and economic development. States and the businesses that drive state economies can help secure their own economic future by aligning education institutions and workforce training efforts with the projected demands of tomorrow's labor market.

In Oklahoma, after signing the bill, Fallin said, "Common Core was created with that well-intentioned goal in mind... It was originally designed as a state-led – not federal – initiative that each state could choose to voluntarily adopt.

"Unfortunately, federal overreach has tainted Common Core. President Obama and Washington bureaucrats have usurped Common Core in an attempt to influence state education standards. The results are predictable. What should have been a bipartisan policy is now widely regarded as the president's plan to establish federal control of curricula, testing and teaching strategies."

In the same week, South Carolina Gov. Nikki Haley signed a bill to repeal Common Core and require the state to design its own standards for the 2015-2016 school year.

Indiana has repealed Common Core, too, though the replacement standards are largely seen as a disappointment because they virtually mirror the national standards.

This is not an odd case. I would love it to be true.

Massachusetts' 2017 revised Next-Generation K-5 ELA Standards differ in 2021 about the same initial 10% allowed from the Common Core State Standards/Race To The Top agreements back in 2010.

Legislation is also making its way through the North Carolina legislature that would repeal Common Core there, as well.

Fallin's analysis of the situation is poignant and causes one to wonder why other states aren't responding as her state did, unless they're so hooked on federal money or so fearful of (or comfortable with) their Washington overlords that they wouldn't dare raise a hackle.

When the final analysis of the Common Core debacle is done, it will likely be concluded states shouldn't adopt substantial policy changes willy-nilly, all in the name of attracting federal cash. Because it always ends precisely how Fallin describes it.

Governor Mary Fallin, Oklahoma

National Governors Association Chair, 2013-2014



Corporate Fellows

The Corporate Fellows Program, established in 1988, promotes the exchange of knowledge and expertise between the private sector and governors on public policy issues affecting business and states. As a Corporate Fellow, your contribution supports the National Governors Association Center for Best Practices (NGA Center) and positions you and your colleagues as intellectual resources for providing governors ideas that work.

List of Corporate Fellows

June 04, 2014

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ACT
Aetna
Altria Client Services, Inc.
Amazon.com
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Apple
Apollo Education Group
ARAMARK Corporation
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AstraZeneca Pharmaceuticals
AT&T
Atria Senior Living
Bank of America
Barrick Gold of North America, Inc.
Battelle
Baxter
Best Buy Co., Inc.
Biogen Idec
Blue Cross Blue Shield
BP America
CareSource
Catamaran
CenturyLink
Cerner Corporation
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Chrysler
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CVS Caremark
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Dominion

The Dow Chemical Company
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GlaxoSmithKline
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Google
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Mars
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Microsoft Corporation
Molina Healthcare, Inc.
Morgan Stanley
Motorola Solutions

Mylan Inc.
Nestle Waters North America
NIC, Inc.
Nike
Norfolk Southern
Northrop Grumman
Novartis Pharmaceuticals USA
Novo Nordisk Inc.
Oracle USA Inc.
Pearson Education
Premier
Purdue Pharma
Pfizer
The Procter & Gamble Company
Prudential Financial
ResCare
Sanofi
SAS Institute Inc.
SCAN Health Plan
Scholastic
Sodexo USA
South Alabama Gas District
Southern Company
State Farm Insurance
Target
TEVA Pharmaceuticals USA
TIAA-CREF
Time Warner Cable
Toyota Motor North America
TransCanada
Truven Health Analytics
Unilever United States
UnitedHealth Group
Union Pacific Railroad
Verizon Communications
Walgreen Co.
Wal-Mart Stores Inc.
Weight Watchers International WellCare Health Plans, Inc.
WellPoint, Inc.
Western Governors University

"Gene Wilhoit is an educational hero," said David Coleman, the incoming president of The College Board. "He understood the need for this country to better prepare all students for life beyond high school and he had the distinctive intelligence, persistence and political skill to bring an amazing set of academic standards to life."

Vicki Phillips, the education director of the Bill & Melinda Gates Foundation and a former state education commissioner in Pennsylvania, said, "At a time when American politics are so often partisan and dysfunctional, Gene brought the states together in ways no one imagined was possible."



David Coleman and I went to see Bill and Melinda Gates in 2008 to see if they would give us money.*

Wilhoit has led CCSSO for six years after serving as the education commissioner in both Kentucky and Arkansas.

* http://www.washingtonpost.com/politics/how-bill-gates-pulled-off-the-swift-common-core-revolution/2014/06/07/a830e32e-ec34-11e3-9f5c-9075d5508f0a_story.html



News Brief

Wednesday, June 13, 2012

Gene Wilhoit, CCSSO Executive Director Announces Retirement

CCSSO Board of Directors Launches Nationwide Search

Contact:

Melissa McGrath
melissa.mcgrath@ccsso.org
202-336-7034

Washington, DC - The Council of Chief State School Officers (CCSSO) announced today that executive director Gene Wilhoit will retire. The CCSSO board of directors has begun a national search for a successor. Wilhoit plans to remain at CCSSO until a new executive director assumes the post.

Wilhoit will return to his home and family in Kentucky, but remains committed to the reform agenda. "I'll be leaving CCSSO but can't walk away from the work I feel so passionately about. I am deeply invested in ensuring that the states have the support they need to advance the transformative work they have begun. Together we will advance work to ensure every student in this country receives the high quality education they deserve."

Gene Wilhoit to direct national education reform program at UK

LEXINGTON, Ky. (Feb. 8, 2013) — The National Center for Innovation in Education, which will focus on national education reform, is being established at the University of Kentucky College of Education with funding from two of the country's leading foundations — the Bill & Melinda Gates Foundation and the William and Flora Hewlett Foundation.

Under Wilhoit's leadership, the work of the center will focus on:

- ♦ Supporting states as they implement Common Core State Standards.
- ♦ Working at the national and federal levels with key influencers and organizations to promote reforms that lead to deeper student learning.
- ♦ Facilitating relationships in states to place value on deeper learning outcomes within postsecondary education and workforce development programs.
- ♦ Providing assistance to leaders of the Innovation Lab Network so that they are more rapidly and effectively translating local innovations into policy.
- ♦ Facilitating dialogue with state policy makers to set conditions that support the reform efforts.
- ♦ Promoting the role of teachers as solutions designers and producers of new knowledge about how we cause learning.

"The Hewlett Foundation has been pleased to support ongoing deeper learning initiatives across the country. We are excited now to partner with the Gates Foundation to help Gene Wilhoit establish this important center at the University of Kentucky," said Barbara Chow, director of the William and Flora Hewlett Foundation's Education Program. "States from around the nation will benefit from Gene's wisdom, experience, and vision for ensuring that U.S. education delivers and measures the knowledge, skills, and dispositions students will need to succeed in work, life, and citizenship."



The National Center for Innovation in Education contributes to the national education reform agenda with a focus on ensuring more states are adopting and implementing a standard definition of college and career readiness that embodies "deeper learning" outcomes, implementing meaningful measures of those outcomes, and holding all levels of the system accountable for results.

The National Center for Innovation in Education was established in 2013 at the University of Kentucky College of Education with funding from two of the country's leading foundations — the Bill & Melinda Gates Foundation and the William and Flora Hewlett Foundation.

"The goal we have established for all of our children to be college and career ready is the right one for them and for our nation," Wilhoit said. "However, I am convinced that the 'schooling' experience as it now exists in far too many places is out of alignment with the lofty goal we have set. We will reach our aspirations only when we cast aside historic perceptions and practices about how one acquires knowledge and skills."

<http://2b.education.uky.edu/national-center-for-innovation-in-education/>

<http://www.lanereport.com/18474/2013/02/gene-wilhoit-to-direct-nat...>

PARCC Inc.

Gene Wilhoit

Gene Wilhoit was appointed to the PARCC, Inc. Board of Directors in December 2013. He served as executive director of the Council of Chief State School Officers from 2006 to 2012.

Gene began his career as a social studies teacher in Ohio and Indiana. He served as a program director in the Indiana Department of Education, an administrator in Kanawha County West Virginia, and a special assistant in the U.S. Department of Education before assuming the position of executive director of the National Association of State Boards of Education (NASBE), which he held 1986 – 1993. From 1994 to 2006, Gene led two state education agencies, as director of the Arkansas Department of Education and as deputy commissioner and commissioner of the Kentucky Department of Education.

Gene holds a Bachelor of Arts degree in history and economics from Georgetown College and a master's in teaching, political science, and economics from Indiana University, Bloomington. He and his wife, Rebecca Campbell Wilhoit, have three children, Christopher, Kara, and Jason.

<http://parccinc.org/parcc-board-of-directors/>

FRIDAY, AUGUST 08, 2014

Wilhoit Signals Change away from Statewide Summative Assessments as the Basis for All Decisions

Wednesday, former Ky Ed Commissioner Gene Wilhoit, who led much of the Chief State School Officers' school reform effort (2007-12), signaled a possible policy shift, telling the Kentucky Board of Education that we must move away from summative assessments as the basis for all decisions. Wilhoit currently directs a Gates and Hewlett-funded policy center at UK.

But the U. S. Office of Education, in a June conference call about Kentucky's NCLB Waiver, informed KDE of their "concern" that the state was under-valuing (test score) growth as a determining factor in teacher effectiveness and that the lack of weights placed on growth might under-value state assessment data. (See PGES Staff Note)

Chairman's Statement at August 28th Board meeting

Dear Friends and Colleagues,

Governor Deval Patrick recently honored me by asking me to chair the Massachusetts State Board of Education. Because of my deep respect for the institution of the Board and my belief in the Board's power to promote improved learning for all Massachusetts' children, I readily, and with humility, accepted this new responsibility.

I pledge to lead a civil, deliberate process to finding strategies to meet our biggest educational challenges. We want to have a collaborative, thorough process which in the end, leads to decisions that will be lasting and make a constructive difference for children. I will challenge all parties to the conversation to present not only their criticisms of current policy but their constructive prescriptions for future policy. There's much to be done, and I welcome the participation of all of those in the Commonwealth who see high quality education as a fundamental obligation to our children and a vital key to our future as a society.

I recognize that one of our biggest challenges may be to have an expansive, inclusive, civil discourse on education, while still, after a reasonable interval of listening to one another, having the courage to call the question so that we might take timely action on behalf of children. We must be ready to act on behalf of children.

I know that, going forward, we won't always agree on strategies either, but we will listen to one another respectfully, and we will be persistent in our conviction that the quality of our schools depends on our commitment to the continuing struggle to find the right strategies to make good on the promise of a high quality public education for all of our children.

I look forward to working with you on this vitally important mission.

Sincerely,

S. Paul Reville
c/o Rennie Center
131 Mt. Auburn Street
Cambridge, Ma. 02138
E mail: preville@renniecenter.org

Last Updated: August 28, 2007

<http://www.doe.mass.edu/news/news.aspx?id=3632>

THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE DEPARTMENT
STATE HOUSE BOSTON, MA 02133
(617) 725-4000



DEVAL L. PATRICK
GOVERNOR

TIMOTHY P. MURRAY
LIEUTENANT GOVERNOR

FOR IMMEDIATE RELEASE:

GOVERNOR PATRICK NAMES PAUL REVILLE **SECRETARY OF EDUCATION**

BOSTON – Tuesday, March 11, 2008 – Governor Deval Patrick today announced his selection of Paul Reville as the Commonwealth's new Secretary of Education, overseeing the recently created Executive Office of Education.

Legislation passed in January established the new Executive Office of Education, which the Governor proposed to encourage the seamless delivery of education from pre-kindergarten through higher education.

Paul Reville

Professor of Practice, Harvard Graduate School of Education

Paul Reville is a Professor of Practice at the Harvard Graduate School of Education. Before returning to the Harvard Graduate School of Education, Paul served as Secretary of Education where he directed the Executive Office of Education. The Secretary oversees the three education agencies of the Commonwealth – Department of Early Education and Care, Department of Elementary and Secondary Education and Department of Higher Education. Prior to becoming Secretary, Governor Patrick appointed Paul as the chairman of the Massachusetts State Board of Elementary and Secondary Education. He also served on Governor Patrick's Transition Team and was chair of the Governor's Pre-K – 12 Task Force on Governance.

Until his appointment as Secretary of Education, Paul was the president of the Rennie Center for Education Research & Policy. Paul was also the Director of the Education Policy and Management Program and a lecturer on educational policy and politics at the Harvard Graduate School of Education.

Paul is the former executive director of the Pew Forum on Standards-Based Reform, and was the founding executive director of the Massachusetts Business Alliance for Education (MBAE). From 1991-96, he served on the Massachusetts State Board of Education. From 1996 – 2002, he chaired the Massachusetts Commission on Time and Learning as well as the Massachusetts Education Reform Review Commission, the state body that provided research and oversight for the state's implementation of education reform in the Commonwealth.

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In 1985, Paul was the founding executive director of the Alliance for Education, a multi-service educational improvement organization serving Worcester and Central Massachusetts. Prior to his work at the Alliance, Paul was the principal/education director and a teacher in two alternative secondary schools.

Board of Directors

Paul Reville

Paul Reville is the former Massachusetts Secretary of Education and Board Chair of the Department of Elementary and Secondary Education. As Secretary, Mr. Reville led the Patrick Administration's efforts on education reform matters ranging from the Achievement Gap Act of 2010 and Common Core State Standards to the Commonwealth's highly successful Race to the Top proposal. He has served as a critical figure in state and national education reform over the last few decades. Mr. Reville played a central role in the development of and advocacy for Massachusetts historic "Education Reform Act of 1993." He is the co-founder of the Massachusetts Business Alliance for Education (MBAE), chaired the Massachusetts State Board of Education, Massachusetts Reform Review Commission, Massachusetts Commission on Time and Learning, served as executive director of the Pew Forum on Standards-Based Reform, and founded the Rennie Center for Education Research & Policy where he served as Executive Director until 2008. He now serves as Francis Keppel Professor of Practice of Educational Policy and Administration and a member of the Senior Faculty at the Harvard University Graduate School of Education (HGSE). Mr. Reville is a national expert on time and learning, labor-management relations in education, and the state role in educational improvement and systemic school reform. He has published a wide range of articles on educational improvement and edited the book entitled "A Decade of Urban School Reform: Persistence and Progress in the Boston Public Schools." His current work focuses on the design of 21st century learning systems. Mr. Reville is a graduate of Colorado College, received a Master's degree from Stanford University, and holds five honorary doctorates.

<http://www.renniecenter.org/board.html>

Advisory Board



We would like to thank our Advisory Board for their support and guidance.

Paul Reville
Harvard Graduate School of Education

Recommendations

As state policymakers consider action to expand learning time, they should keep in mind three overarching principles:

- **Align resources with the diverse needs of students:** Different populations need different amounts of time to achieve proficiency and this variation must be factored into the education system.
- **Highlight what works:** Understanding how current expanded-time schools have leveraged the power of time—and done so in cost-effective ways—can help lead others to innovate, as well.
- **Incentivize innovation:** Granting schools flexibility over staffing and budgeting can lead to innovative use of expanded time, empowering educators to address individual student needs and develop a culture of high expectations.

States should resist calls to cut school time and instead grant greater flexibility to districts to innovate with expanded-time models that are both educationally valuable and cost-effective. States also can spur the development of positive expanded-time models by creating competitive grant programs that stimulate schools to redesign their educational program around more school time.

* See page 20, this chapter.

MBAE Study Finds MA Education System Needs Major Overhaul to Prepare Students to Compete in Global Economy

March 25, 2014 by [Brian Burke](#) | [No Comments](#)

PEARSON

Sir Michael Barber to Join Pearson as Chief Education Advisor

Massachusetts Business Alliance for Education

Sir Michael Barber

Sir Michael Barber joined Pearson in September 2011 as Chief Education Advisor, leading Pearson's worldwide programme of efficacy and research ensuring the impact of the programme on the learner outcomes of Pearson and its customers. He plays a particular role in Pearson's strategy for education in the developing world, and is Chairman of the Pearson Affordable Learning Fund.

Prior to Pearson, he was a Partner at McKinsey & Company and Head of McKinsey's global education practice. He co-authored two major McKinsey education reports: *How the world's best-performing schools come out on top* (2007) and *How the world's most improved school systems keep getting better* (2010). He holds an honorary doctorate from the University of Exeter and the University of Wales.

He previously served the UK government as Head of the Prime Minister's Delivery Unit (from 2001-2005) and as Chief Adviser to the Secretary of State for Education on School Standards (from 1997-2001). Before joining government he was a professor at the Institute of Education at the University of London.

In 2013 Sir Michael published *The Good News from Pakistan*, with Reform, about the major school reform in Punjab, Pakistan. He is also the author, with Katelyn Donnelly and Saad Rizvi of *Oceans of Innovation* (2012) and *An Avalanche is coming* (2013), which explore the future of education in schools and universities respectively.

He is the author of several books including *Instruction to Deliver*, *Deliveryology 101*; *The Learning Game: Arguments for an Education Revolution* and *The Making of the 1944 Education Act*.

June 2014

"The opportunity for governments and businesses to transform learning outcomes for people of all ages has never been greater — and the need to do so never more urgent."

"The combination of public with private; technology with teaching; and evidence of what works with innovation are the keys to unlocking human potential around the world in the next decade. Pearson can be at the heart of enabling that to happen and I am looking forward to being part of that."

Yesterday morning I was honored to welcome to the [Microsoft Innovation and Policy Center](#), the [Massachusetts Business Alliance for Education \(MBAE\)](#), MA Commissioner of Education Mitchell Chester, Sir Michael Barber and a room full of state education, policy, and business leaders.

We met to discuss an assessment of the Commonwealth's education system entitled, ***"The New Opportunity to Lead: A Vision for Education in Massachusetts in the Next 20 Years."*** The report is a compelling call to action—its findings show that student achievement has plateaued and MA risks falling behind as global competitors push ahead of us in educating a highly skilled workforce and informed, engaged citizens. The consensus based on a poll of MA business leaders is that change is needed.

Brightlines, a partnership of International education experts headed by [Sir Michael Barber](#), led the study, commissioned by the MBAE. It concludes that districts, schools, and instruction methods must change for MA students to seize future opportunities, successfully compete in the global economy, and to ensure that we continue to be a hub of innovation.

The report targets two of the most important trends that business leaders feel threaten the long-term economic wellbeing of MA: persistent education achievement gaps and growing workforce skills gaps.

MBAE also commissioned a new poll by [MassINC Polling Group](#) that was released yesterday in tandem with the study. The survey of business executives found employers support changes in MA schools—while our schools are better than the national competition, they don't produce enough graduates prepared for college and the workforce. ¹⁴ 69 percent of employers said they are having trouble hiring employees with the skills needed for the positions they have available.

Two of the best ways to better train a STEM-qualified workforce, according to business leaders, are hands-on experience for students (so they can engage with STEM subjects), and partnerships with local STEM-oriented companies (so they can employ employees into schools as mentors).

"Increasing business-higher education partnerships came up over and over again in the study," Barber said.

In order to rapidly address the challenges presented in the report, MBAE is bringing together state education, policy, and business leaders to develop a comprehensive public policy agenda designed to make Massachusetts' schools the best in the world within the next 20 years, and to sustain that lead.

Barber's report suggests a new approach to education that moves away from state mandates and gives schools autonomy, and creates conditions where schools can advance their own performance. This can be achieved through collaboration to support integration of technology, improving teaching skills and expanding blended learning.

Barber stressed that MA does have one of the best school systems in the world. But as a hub of technology and innovation with so many resources and job opportunities in those areas, we have the means and the need to "lead the way and become a beacon for others around the world."

"Our Biggest challenge is the threat of complacency," Barber said. "We need to continue to strive further and faster."

Both reports are available in full on [MBAE's website](http://www.mbae.org).

Conclusion

Our History

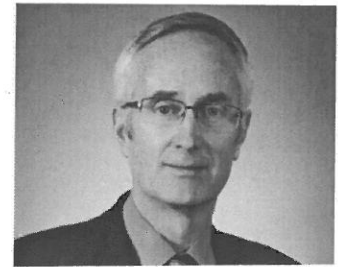
MBAE was established in 1988 by concerned business leaders from across the Commonwealth, led by the late Jack Rennie, then CEO of Pacer Systems and Paul Reville, currently Massachusetts Secretary of Education. The organization's core work – influencing education policy to improve the quality of Massachusetts' public schools – was driven by employer's goal to educate every child for future success.

Under MBAE's leadership, the Education Reform Act of 1993 was enacted. Based on MBAE's comprehensive blueprint for school reform, Every Child a Winner, the Act centered on three essential components:

- 1) *high standards* for student learning;
- 2) *accountability* for performance and success; and
- 3) *increased financial resources* for *equitable school funding* through a progressive "foundation budget"

While MBAE celebrated the significant progress in raising student achievement over the following decade, we remained focused on persistent racial and socio-economic achievement gaps, advocating for further reforms driven by data and evidence of results. Supported by employers, large and small, in every industry across the state, MBAE's accomplishments are detailed in timelines appearing under What We Do.

'The process of consultation which MBAE will lead over the coming months is vital to enabling Massachusetts to make the right choices about what comes next, and for building a coalition of public and private support for the transformation needed.'



Board of Directors | U.S. Education Delivery Institute

Funders

The Education Delivery Institute appreciates the support of our funders. Our work is supported by their partnership and philanthropic support.

BILL & MELINDA
GATES *foundation*

Bill & Melinda Gates Foundation
(<http://www.gatesfoundation.org>)

Guided by the belief that every life has equal value, the Bill & Melinda Gates Foundation works to help all people lead healthy, productive lives. In developing countries, it focuses on improving people's health and giving them the chance to lift themselves out of hunger and extreme poverty. In the United States, it seeks to ensure that all people - especially those with the fewest resources - have access to the opportunities they need to succeed in school and life. Based in Seattle, Washington, the foundation is led by CEO Jeff Raikes and Co-chair William H. Gates Sr., under the direction of Bill and Melinda Gates and Warren Buffett. Learn more at www.gatesfoundation.org (<http://www.gatesfoundation.org>).

Massachusetts PARCC Educator Leader Fellows Application for New Fellows, July 2014

The Massachusetts Department of Elementary and Secondary Education, the Massachusetts Department of Higher Education, and the Partnership for Assessment of Readiness for College and Careers (PARCC) seek applicants to represent Massachusetts on the PARCC Educator Leader Fellows team.

Members of the Massachusetts PARCC Educator Leader Fellow team make a substantial commitment of time from fall 2014 to summer 2016. They will be away from their teaching or administrative duties for the equivalent of approximately 10 days per year to attend PARCC meetings, develop materials, or to make presentations to a variety of audiences within Massachusetts. They are required to document their activities in an online database and will receive an annual stipend of \$3,000 for successful completion of work representing the Massachusetts Department of Elementary and Secondary Education, the Massachusetts Department of Higher Education, and the Partnership for Assessment of Readiness for College and Careers.

FREQUENTLY ASKED QUESTIONS

MASSACHUSETTS/ PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC) EDUCATOR LEADER FELLOWS

1. What is the Massachusetts PARCC Educator Leader Fellow Team?
The Massachusetts PARCC Educator Leader Fellow Team is a group of 42 K-16 educators from Massachusetts public school districts, two- and four-year colleges, and universities. Teams from Massachusetts and other PARCC states make up a network of educators who provide leadership on state implementation of the Common Core State Standards (CCSS), the PARCC assessments and related instructional materials.
2. What will the Massachusetts PARCC Educator Leader Fellows do?
Massachusetts PARCC Educator Leader Fellows will work toward achieving the three goals outlined below.
 - Fellows will deepen their content expertise in the CCSS and PARCC by:
 - continuing to learn about the Massachusetts Curriculum Frameworks for ELA/Literacy and Mathematics that incorporate the Common Core State Standards;
 - becoming familiar with print and online resources that support the standards, such as the Massachusetts Model Curriculum Units, PARCC Model Content Frameworks, PARCC formative and diagnostic assessments, prototype tasks and practice tests;
 - reviewing and providing feedback on assessment items and instructional resources.
 - Fellows will broaden their understanding of educational policy by:
 - following developments in Massachusetts policy decisions around statewide assessments;
 - reviewing research on initial administrations of PARCC assessments;
 - collaborating with higher education and business colleagues on college and career readiness initiatives.
 - Fellows will strengthen their communication skills by:
 - Designing and leading professional development for K-16 educators;
 - Speaking to inform parents, school committees, business groups, legislators, and the public about standards implementation and PARCC initiatives in Massachusetts;
 - Writing print or online articles for a general audience that present an educator's perspective on standards and assessments.

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3. What are the requirements for Educator Leader Fellows?

Massachusetts PARCC Educator Leader Fellows must commit to approximately the equivalent of 10 days of work on the project per year. The Departments of Elementary and Secondary Education and Higher Education will organize regional professional development on standards-based curriculum and instruction, released PARCC assessment items and practice tests and other topics in the fall of 2015 and 2016. Each PARCC Fellow must lead at least two of these professional development sessions annually.

The anticipated calendar of events is below. Dates are subject to change.

2014-2015

- October 1, 2014: District decisions on administering PARCC or MCAS in spring 2015 due
 - October 8, 2014: required full-day meeting in Shrewsbury, MA for PARCC Fellows to meet as a group and learn about/practice presentations on PARCC released items and practice tests
 - October 20-December 12, 2014: required two days for each Fellow leading regional professional development organized by DESE and DHE
 - January-March, 2015: required two additional presentations to audiences be determined by each PARCC Fellow (e.g., parents, business community, school committees, professional organizations)
 - March-June: Regional Community Meetings to discuss issues related to standards, PARCC, and MCAS. Fellows should plan to attend at least one of these regional meetings
 - March 11, 2015: required half-day meetings in Shrewsbury, MA
 - March and May: Pilot of PARCC Tests in self-selected districts. PARCC Fellows should participate in informing staff in their schools and districts about the assessments
 - PARCC 2015 Testing Dates (tentative)
 - Performance-Based Assessment: March 16-April 10, 2015 for computer-based testing;
 - March 23-April 3 for paper-based testing
 - End-of-Year: May 4-29, 2015 for computer-based testing; May 11-22 for paper-based testing
 - June 10, 2015: required half-day meeting in Shrewsbury, MA
 - July 2015: required meeting of PARCC Educator Leader Fellows, probably in Chicago
 - Additional outreach activities to be determined by each Fellow, such as writing articles, making webinars, maintaining blogs, serving on PARCC item review teams, participating in press interviews
- 2015-2016
- The requirements will be similar to those of 2014-2015, with a possible 3-day meeting out of state in July 2015 attended by representatives of all PARCC states
 - The Boards of Elementary and Secondary Education and Higher Education will vote on the adoption of PARCC in fall 2015.

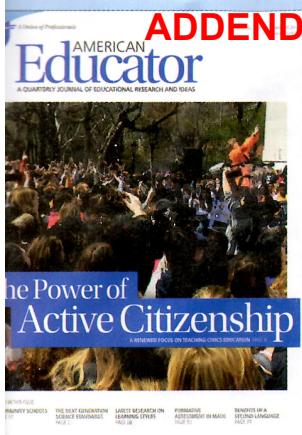
4. Who will cover the costs of participation on the Massachusetts Educator Leader Fellow Team?

- The Department of Elementary and Secondary Education will provide P-12 Fellows:
- An honorarium: \$3,000 per year, dependent on the completion of outreach work in Massachusetts, which they will have negotiated with ESE. This covers Fellows' time for preparing materials and making presentations, and travel costs for in-state planning meetings and the professional development activities that they conduct. Additional funds are available on request by superintendents or charter school leaders to support substitute teacher to allow the PARCC Fellows to complete their work.
 - Professional Development Points (PDPs): 6 PDPs per year, also dependent on the completion of outreach work.

Lisa Keenan
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148
THANK YOU!

ADDENDUM

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Summer 2018

The Power of Active Citizenship: A Renewed Focus on Teaching Civics Education
By Bob Graham and Randi Weingarten

Look at Civics Education in the United States
By Sarah Shapiro and Catherine Brown

The Need for Civics Education: Public Intellectuals Reflect on Democracy at Risk
By Randi Weingarten, Timothy Snyder, and Danielle Allen

Community Schools: Promising Foundation for Progress

By Anna Maier, Julia Daniel, Annie Oakes, and Livia Lam

The New NGSS Classroom: Curriculum Framework for Project-Based Science Learning
By Nicole Holthuis, Rebecca Deutscher, and E. Schultz, and Arash Jamshidi

Ask the Cognitive Scientist: Does Tailoring Instruction "Learning Styles" Help Students Learn?
By Daniel T. Willingham

Formative Assessment in Math: How Diagnostic Questions Can Help
By Craig Barton

Beyond a Bridge to Understanding: The Benefits of Second Language Learning
By Martha G. Abbott



Fall 2018

Educating English Language Learners: A Review of the Latest Research
By Diane August

Encouraging the Development and Achievement of Dual Language Learners in Early Childhood
By Linda M. Espinosa

Teaching English Language Learners: Tips from the Classroom
By Larry Ferlazzo and Katie Hull Sypniewski

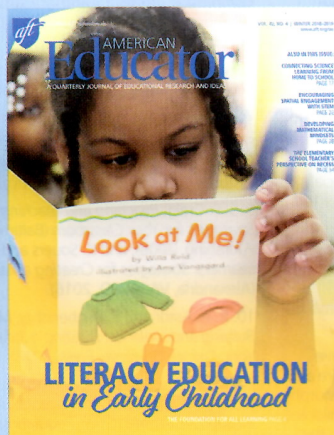
Meaningful Classroom Talk: Supporting English Learners' Oral Language Development
By Aida Walqui and Margaret Heritage

Border-School Champions: Chess and English Language Learners
By John Seidlitz

Understanding Their Language: Online Professional Development for Teachers of ELLs
By Sara Rutherford-Quach, Annie Camey Kuo, and Hsiaolin Hsieh

When Educators Lead the Way: Teacher-Driven Change at One Boston School
By Annelise Eaton, Jennifer Poulos, Alison B. Stevens, and Janet Anderson

Coaching Them Through It: How San Antonio Supports First-Year Teachers
By Jennifer Dubin



Winter 2018-2019

Reading to Learn from the Start: The Power of Interactive Read-Alouds
By Tanya S. Wright

First Steps Toward Literacy: What Effective Pre-K Instruction Looks Like
By Susan B. Neuman

Phonics Faux Pas: Avoiding Instructional Missteps in Teaching Letter-Sound Relationships
By Nell K. Duke and Heidi Anne E. Mesmer

Increasing Science Literacy in Early Childhood: The Connection between Home and School
By Phil Vahey, Regan Vidiksis, and Alexandra Adair

Spatial Thinking and STEM: How Playing with Blocks Supports Early Math
By Laura Zimmermann, Lindsey Foster, Roberta Michnick Golinkoff, and Kathy Hirsh-Pasek

Developing Mathematical Mindsets: The Need to Interact with Numbers Flexibly and Conceptually
By Jo Boaler

Ready for Recess?: The Elementary School Teacher's Perspective
By Catherine L. Ramstetter and Dale Borman Fink



Spring 2019

Cultivating Teacher Leaders: A Union-Led Effort Connects Classroom Practice to Education Policy
By Robin Vitucci and Marjorie Brown

The Professional Educator: Fostering Teacher Leadership in North Syracuse
By John Kuryla

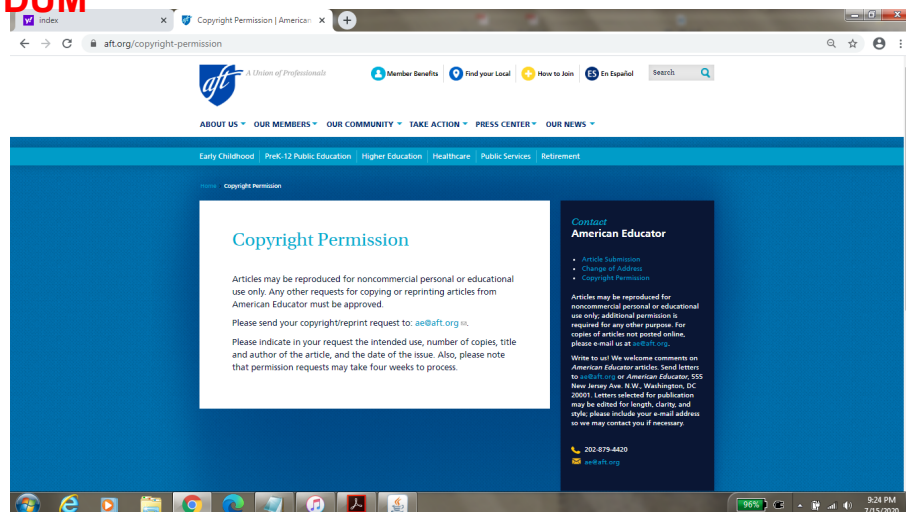
Reading and Teaching the Rainbow: Making Elementary School Classrooms LGBTQ-Inclusive
By Jill M. Hermann-Wilmarth and Caitlin L. Ryan

Art in School: As Essential as Language
By Philip Yenawine

Art and Healing in Puerto Rico/Arte y Sanación en Puerto Rico
By Eluciano Vega González

The Fight for Dyett: How a Community in Chicago Saved Its Public School
By Eve L. Ewing

The Digital Dilemma: Making Technology a Tool for Student Success—Not a Distraction
By Ana Homayoun



I'd say I misplaced an issue of American Educator a few years back, but there is a 50/50 chance I threw it away in disgust. Either way, the recognition of sheer horror remains as fresh and repulsive as the day I picked up the publication (an issue most likely between 2016 and 2018). Truth is, the date doesn't really matter...

After compiling all this "stuff" together. All my stomping around the house, attending multiple state and local executive and legislative committee/board meetings, countless hours lost to cutting and pasting, many, many hours spent scanning and copying (time graciously donated by Kenneth and Carol Bouffard)...I had to go and pick up an issue of my wife's union magazine.

Thumbing through an issue the American Federation of Teachers mails quarterly to our home, my eyes immediately focused on what appeared to be a graphic similar to the logo of the Rennie Center.*

The Rennie Center promoted Charters and Common Core throughout my state for multiple years. It was shocking to see them contributing to the union publication. Maybe it was an ad? I wish I could find it online. but I'm done Internet Archiving. Besides, it really doesn't matter.

Current issues of American Educator continue to feature articles written by staff from Stanford. The same Stanford that published Competing Principals (see chapter 2 section 04 A). The same Stanford that published a paper about the racist question on the Next-Generation MCAS exam. Their conclusion was: racist question = no problem. REFUSE THE TEST.

We need to think about what WE THE PEOPLE are teaching these very same students everywhere BUT in the classroom?

* See page 13, this chapter.

PREVIEW PAGES FROM

Did a "Traumatic" Test Question Create Racial Bias?

AUTHORS

Thomas S. Dee
Stanford University and NBER

Benjamin W.
Domingue
Stanford University

ABSTRACT

On the second day of a 2019 high-stakes assessment, Massachusetts 10th graders faced a racially insensitive question, which was quickly invalidated. However, a remaining controversy is whether this exposure created a racial bias in performance on the remaining test items. We present results from a pre-registered analysis suggesting the controversial question reduced the comparative performance of Black students by a small amount (approximately 0.006σ). However, we also find a wide dispersion of such effects when examining similarly small sets of test items from prior state assessments that *lacked* a controversial question which suggests the 2019 assessment was not distinctive.

VERSION

August 2019

ALL TOO COMMON
THE TAKEOVER TRILOGY+ONE
BUILDING PHAROAHs (BP)

Suggested citation: Dee, T.S., & Domingue, B.W. (2019). Did a "Traumatic" Test Question Create Racial Bias? Retrieved from Stanford Center for Education Policy Analysis:
<https://cepa.stanford.edu/content/did-traumatic-test-question-create-racial-bias>

Last March, 10th graders in Massachusetts' public schools sat for the annual English Language Arts (ELA) exam that is part of the Massachusetts Comprehensive Assessment System (MCAS). A student's MCAS performance has high individual stakes.¹ The first day of the test (16 multiple-choice items and 2 essays) was without incident. The second day of the exam began with students reading a passage from the prize-winning 2016 novel *The Underground Railroad*. They then responded to 8 multiple-choice items before being asked to write a journal entry from the perspective of a White female character. The test then concluded with another short passage and 4 multiple-choice items.

Some student and organizations quickly criticized writing from the perspective of a character described in one press account as “openly racist” (Gerst 2019; State News House Service 2019) as inappropriate and “traumatic.”² The book's author, Colson Whitehead, commented on the controversy stating “Whoever came up with the question has done a great disservice to these kids, and everyone who signed off on it should be ashamed.” The Massachusetts Department of Elementary and Secondary Education (DESE) soon decided to remove the essay in question from the scored portion of the student response.

However, several concerned groups called for invalidating the results of the entire two-day exam. For example, the president of the Massachusetts Teachers Association noted “...all students need to be held harmless across the state and the test itself needs to be ruled invalid.” A particular concern is that the question could introduce racial bias in student's performance. An extensive lab and field-experimental literature on “stereotype threat” has found that, in highly evaluative settings, priming awareness of a stereotyped identity can sometimes impede cognitive performance through mediators like anxiety.³ The existence of stereotype threat could have lowered the comparative MCAS performance of Black students. Alternatively, the existence of “stereotype reactance” (i.e., motivational arousal from an unpleasant stimulus) could have increased their comparative performance. Given the

¹ For example, a student's performance must meet or exceed the “Proficiency” threshold (or an equivalent level on new next-generation grade 10 tests) to be eligible for graduation. Alternatively, a student can be eligible for graduation if their score instead exceeds the “Needs Improvement” threshold (or the next-generation equivalent) and they meet the requirements of an “Educational Proficiency Plan” (EPP). Furthermore, student MCAS performance above the “Proficiency” and “Advanced” thresholds (or the next-generation equivalent) are required for the John and Abigail Adams Scholarship which provides free tuition at state colleges and universities.

² The passage and the controversial question in question can be viewed online at <http://www.doe.mass.edu/mcas/2019/release/g10ela-voidedessay.pdf>.

³ For overviews of this literature see Pennington et al. (2016) and Aronson and Dee (2012).

high stakes associated with the exam and the central role of fairness in educational measurement, the potential performance implications of the question are a serious concern.

In this study, we examine the evidence for such bias by analyzing student-level MCAS responses from both before and after the essay question. Critically, prior to receiving the data from the Massachusetts Department of Elementary and Secondary Education (DESE), we pre-registered our analytic strategy.⁴ Our single, confirmatory hypothesis is to ask whether the test performance of Black students on the 4 post-question multiple-choice items differed significantly from that of White students conditional on their first-day performance. Our analysis is based on data from 49,034 students. We first estimated separate scores using items from the first-day and the post-question items. We used item-response models similar to those used by the state (MA DESE 2018; Thissen et al. 1995) and standardized these scores using the full sample. Focusing on just the Black and White students, we then regressed post-question scores on first-day scores and a binary indicator for Black students.⁵ We report the key results from this regression in the first column of Table 1.

We found the post-essay performance of Black students was 0.061σ lower than would be expected given their first-day performance ($p\text{-value} < 0.001$). We also found similar results across approaches we pre-registered as exploratory. For example, we estimated this specification using all non-White students as the focal group (i.e., a racial offset of -0.051σ ; $p\text{-value} < 0.001$). Also, because students could navigate back to the 8 prior “second day” multiple-choice items after seeing the question, it may be that the outcome measure should include these additional items. In Table 1, we also report results based on this approach and find the estimated racial offset is larger (-0.128σ ; $p\text{-value} < 0.001$).

Taken at face value, our results suggest the controversial question introduced statistically significant racial bias in post-question scores. However, the magnitude of this effect is extremely small. We offer two illustrative interpretations of this effect size. First, a 0.061σ reduction on 4 items representing 5 out of 51 available points roughly corresponds to an overall loss of 0.006σ ($0.061 \times 5/51$). Under the state’s new standards, 4.2% of Black students fail to meet the ELA competency standard for graduation. Assuming a normal distribution for the population of 6,167 Black test-takers, such an

⁴ Our registration is available here: <https://sites.gatech.edu/psych/umich.edu/Framework/pd/index.php?id=2313>

⁵ We also adjust for measurement error in the baseline test scores using the marginal reliability of the test and the “eivtools” package in R (Lockwood and affrey 2014). We also cluster standard errors at the school level.

impact would make 3 additional students ineligible for graduation. Second, the precise impact for a given student depends on their underlying performance but has an upper bound of 0.03 fewer points on these 4 items. Using the test response function for the entire test, this reduction in points translates to a 0.0076 decrease in performance on the whole test for a maximally affected student. Notably, both approaches similarly imply that the controversial question affected relatively few students.

Furthermore, the arbitrary partitioning of a small number of “post-question” test items could speciously create such racial differences in both positive and negative directions. For example, this variability could be due to differential item functioning (DIF) across small subsets of questions.⁶ To assess the empirical relevance of this issue, we applied our confirmatory test to the student-level data from the 2017 and 2018 math and ELA MCAS tests given in grades 3-8 and 10. Specifically, for each of these 28 tests, we constructed comparisons corresponding to our focal case wherein students only took four items on the second day. We did this by constructing scores from four items among the second-day on each test. We took either all combinations of four items from tests with fewer than 9 second-day items and sampled 100 subsets of second-day items from tests with 9 or more such items, resulting in 2,645 comparison sets. We then estimated first- and second-day scores and applied our confirmatory test to each data set. Figure 1 shows the distribution of estimated performance offsets associated with Black students. This distribution (mean = -0.023, SD = 0.091) suggests that our approach may incorrectly suggest the presence of a racial bias. Seventy-six percent of these point estimates are statistically significant from zero though there were no known controversies involving particular questions on these tests. And 52% of these point estimates are larger in absolute value than our confirmatory estimate. Our overall conclusion is that, while our confirmatory test suggests that the controversial question creates a small racial bias in test performance, the broader context indicates that this is similar to effects, both positive and negative, observed in other MCAS settings.

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⁶ In supplemental analyses, we did in fact detect some potential DIF on one of the 4 post-question items. 24

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Table 1 - Estimated Effects on Post-Question MCAS Performance

Independent variable	Post-Question Score	
	4 Items	12 Items
First-Day Score	0.693 (0.007)	0.781 (0.010)
Black	-0.061 (0.014)	-0.128 (0.013)

Notes: Standard errors reported in parentheses

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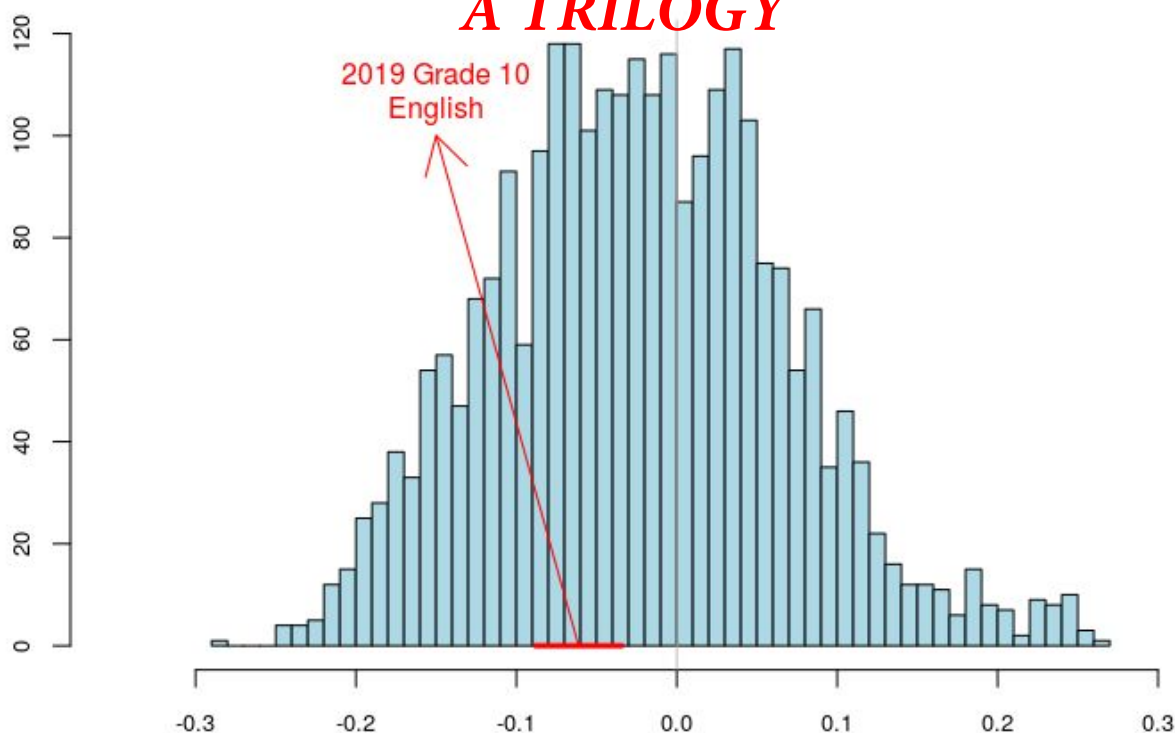


Figure 1 - Distribution of Estimated Racial Offsets in Second-Day 2017 and 2018 MCAS Scores (n = 2645) Conditional on First-Day Scores

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1. Methods

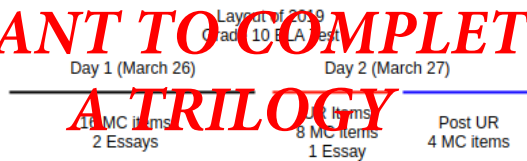
A schematic of the MCAS test in question is shown below. In our core analysis we first estimate first-day scores based on the 18 items delivered on March 26. We then estimate second-day scores based on only the

four items (shown in blue) not associated with the Underground Railroad passage. In a secondary analysis, we also consider a version of the second-day score using all items in blue and red except for the essay on the MCAS passage. Dichotomously scored items were generated using item-level response models while only linearly scored responses were modeled with the graded response model. We then generated EAP estimates for each sum score (2). Item response models were estimated using mirt (3).

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2. Exploratory Research Questions

We briefly note here analyses related to exploratory research questions posed in pre-registration.¹

Question 1: Are the results of the confirmatory research question sensitive to the choice of functional form?

We considered the inclusion of a quadratic term for first-day test score alongside the linear term. Estimates were adjusted for measurement error in both the first-day test score, the quadratic term, and the covariance of those two. Results are as shown below and are qualitatively similar to those in main text (also shown here).

	Baseline		w/ quadratic term	
	Est	SE	Est	SE
(Intercept)	0.025	0.007	0.101	0.009
th1	0.693	0.007	0.673	0.005
group	-0.061	0.014	-0.041	0.014
th1squared			-0.086	0.006
N	49034		49034	

Question 2: Are the results of the confirmatory research question sensitive to designating as part of the post-treatment score the set of questions that followed the passage but preceded the essay prompt?

We discuss this in the main text (see column 4 of Table 1).

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¹ Available here: <https://sreereg.icpsr.umich.edu/framework/pdf/index.php?id=2313>

Question 3: Are the results of the confirmatory research question sensitive to alternative definitions of which students are African American?

As noted in the main text, we find get similar results when all non-White students are considered the focal group possibly influenced by controversial question. We also find that, when Black students are the focal group and all non-Black students are in the comparison group, the estimated offset is 3–15 (p-value = 0.25).

Question 4: Are the results of the confirmatory research question sensitive to controlling for other student traits (e.g., SES, English Learner status, etc.)?

This was not conducted and is subject to data availability.

Question 5: What is the differential impact of the controversial essay question on the subsequent MCAS item missingness and response times for African American students relative to non-Hispanic White students?

Response Time

We focus here on the selected response items given that these are the focal items for the second-day analysis (and response times are much longer for essay items). Black students took less time on items after the essay passage than they did on first-day as compared to White students. In terms of total time spent on items, the mean Black student was at the 91th percentile of White test-takers for first-day items versus the 84th percentile for the second-day items following the essay passage.

Missingness

We again focus on the selected response items. Missingness (i.e., skipping items) is quite rare on the MCAS; e.g., 99.7% of the students had complete response strings on first-day. Missingness was similar in prevalence on second-day items that followed the essay passage amongst Black students. On first-day, the mean Black student skipped 4 times as many items as the mean White student. On second-day items following the essay prompt, the mean Black student skipped 3.8 times as many items as the mean White student.

Question 6: Assuming the responses to different test sections can be placed on comparable scales, what is the impact of being African American on performance in the post-essay sections conditional on student fixed effects and test-section fixed effects (i.e., a “difference in differences” or “DD” specification)?

We felt the challenges of creating a shared scale for the first-day and post-question items a DD design would require were prohibitive. Regardless, we also found that a DD analysis using person-by-item data resulted in a small and statistically insignificant estimated effect; a finding broadly consistent with the conclusion of our main analysis.

	Estimate	SE
Indicator (black student responding to item 28-31)	0.089	0.090
Person FE	X	
Item FE	X	
N	1078748	

Note: Standard errors clustered by person and item.

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Question 7: If there is evidence that DD estimates are subject to a confound related to effects unique to African American students on the second day of a test, what is the estimated impact of the essay prompt in “difference in difference in differences” (DDD) specifications that include (a) a non-essay item on the first day of a test, (b) a non-essay prompt item, (c) tests based on other subjects or years)?

Given the measurement challenges noted in our main analysis (Figure 1) and the DD results and scaling issues noted above, we did not conduct a DDD analysis.

Question 8: Do we observe differential item functioning (DIF) for post-essay items as a function of race and ethnicity?

We conducted a variety of DIF analyses. One complicating factor is that the last item was polytomously scored (students could get 0, 1, 2 points on this item) while the others are dichotomously scored. All are based on the most stringent criteria available for Black versus White students (which we used in the main text).

We focus on the standardized DIF approach used by MCAS, computed via (5). Widely used standards (4) suggest that delta statistics greater than 1 in magnitude be viewed as evidence for moderate DIF⁹. By this standard, none of the items exhibit DIF.

We also consider a variety of alternative approaches; details are below. Collectively these suggest some potential DIF for item 29.

1. This is a test for uniform DIF based on a linear probability model and the first-day sum score. Estimates are the expected change in # of points on the item for a Black student. These estimates are biased due to the fact that they do not account for measurement error in the first-day test score.
2. Here we revise the approach above approach by correcting for measurement error on the first-day test as in the main text. Note that they cumulatively suggest an expected loss of about 0.07 scale points on these four items for Black students relative to expectation given first-day test scores. Items 29 and 31 are potentially exhibiting some degree of DIF.
3. The sibtest statistic computed by mirt (3), convenient given that it corrects for measurement error in the matching score and allows for different response formats.
4. The lordif statistic computed by package of same name (6).
5. We also use the lordif package to examine non-uniform DIF.

		Item 28		Item 29		Item 30		Item 31	
Standardized DIF		Estimate	Delta	Estimate	Delta	Estimate	Delta	Estimate	Delta
		-0.016	-0.2193	-0.054	-0.5262	-0.008	-0.1166	0.006	0.1162
		Estimate	p-value	Estimate	p-value	Estimate	p-value	Estimate	p-value
1	Linear	-0.018	<0.001	-0.053	<0.001	-0.013	0.005	-0.064	<0.001
2	EIV		0.29		<0.001		0.5	-0.027	0.039
3	Sibtest		0.01		0.038		0.85	-0.029	0.003
4	LORDIF	0.011	0.513	0.014	<0.001	0.001	0.470		0.690
5	LORDIF (non-unif)		0.477		<0.001		<0.001		0.412

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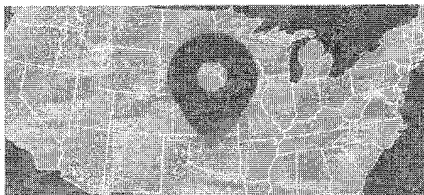
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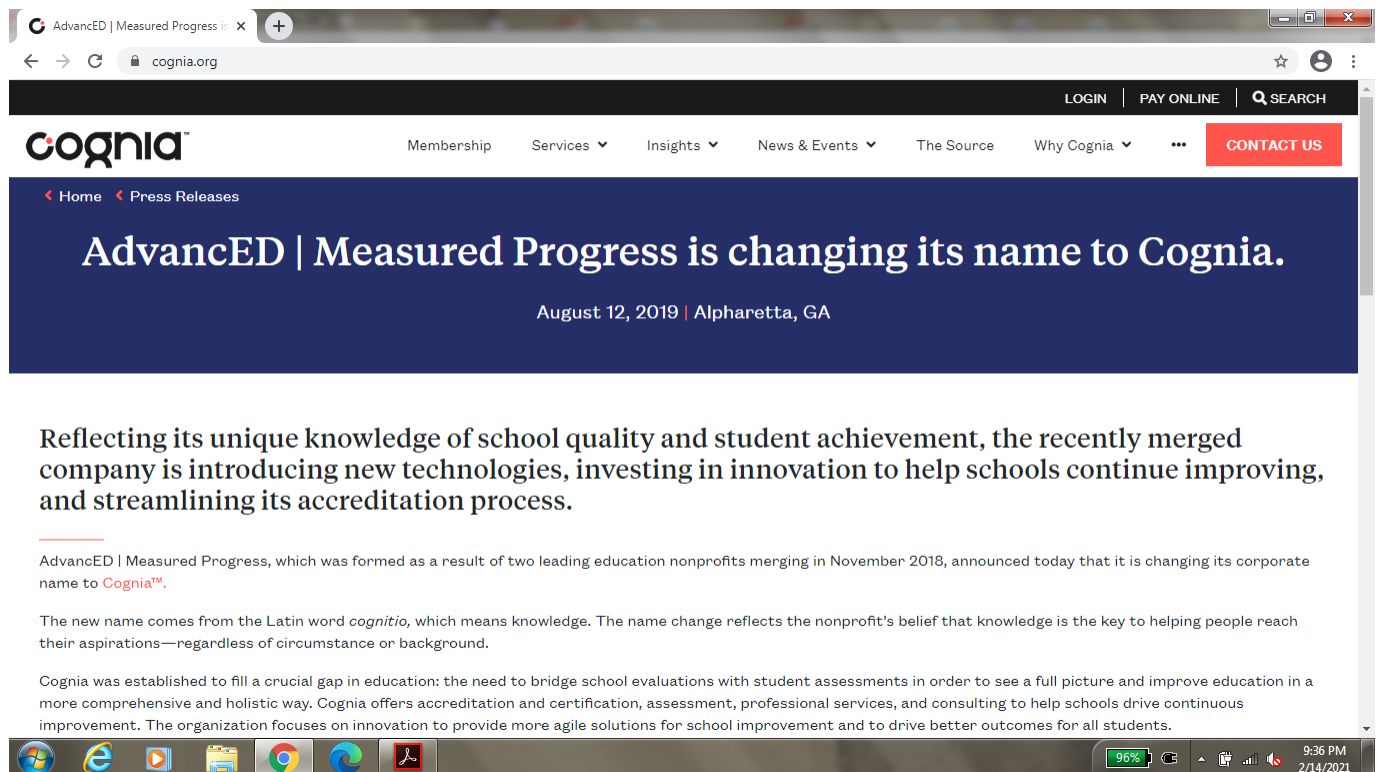
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